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ABSTRACT

A notebook for participants in seminars on enrollment planning is presented. The seminars were sponsored by the National Center for Higher Education Management Systems. Seminar objectives for session 1 included: to understand the strategic enrollment issues, to review the national and regional demographic trends, and to understand that individual colleges are facing different enrollment situations (decline, stability, and increase). For the participant's college, objectives were to review actual enrollment trends and to determine possible implications of enrollment changes and alternative courses of action. Statistical charts and graphs are included. Session 2 identified key enrollment factors to be watched, including birth rates and high school graduates, regional shifts, student individual characteristics, and enrollment characteristics and shifts, such as trends by class/year, level, field of study, and part- and full-time status. Institutional-specific enrollment factors were also identified, including economic conditions, government policies, population migration, and tuition levels. Session 3 provided a case study for Aguinas College (Michigan) that includes a statement of problems and actions taken. Included are a list of seminar participants and a list of seminar topics and schedules for 1982. (SW)

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Enrollment Planning: Strategic Issues and Institutional Implications

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National Center for Higher Education Management Systems

NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS

SEMINAR ON

ENROLLMENT PLANNING:

STRATEGIC ISSUES AND INSTITUTIONAL IMPLICATIONS

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Arlington, VA

May 12-13, 1982

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Enrollment Planning:
Strategic Issues and Institutional Implications

Seminar Leader

The seminar will be conducted by Larry L. Leslie, Professor and Director of the Center for the Study of Higher Education at the University of Arizona. Dr. Leslie has experience as administrator, teacher, and researcher at various institutions, including the Pennsylvania State University, the University of Utah, the University of California at Berkeley, and the University of Minnesota. His professional focus has been on college and university business management, and the economics and financing of higher education. Dr. Leslie has served as a Visiting Scholar at NCHEMS for the past two years in the area of student and institutional financing for the Higher-Education Indicators Project. He has also served as consultant to the Management Development Program.

Dr. Leslie has worked extensively with individual colleges and universities in helping them to develop long-range plans for overall institutional purposes as well as for specific operational areas. He has also consulted with various national and federal organizations, including the National Science Foundation, the Carnegie Commission on Higher Education, the U.S. Department of Justice, the President's Ad Hoc Committee on Education for Minority Groups, the Committee for Economic Development, and the National Advisory Council on Extension and Continuing Education.

Dr. Leslie has authored or coauthored approximately 37 monographs and book chapters, and he has written over 30 journal articles and made numerous presentations to professional organizations. Currently he is in the process of writing, with Anthony W. Morgan, a book entitled *Financing Higher Education*. He can be contacted at his office at (602) 626-2283.

NCHEMS

The National Center for Higher Education Management Systems (NCHEMS) is an independent, non-profit organization located at Boulder, Colorado, and incorporated under state law. NCHEMS mission is the improvement of planning and management in higher education. The Center conducts research and service programs designed to help college and university administrators more effectively discharge their planning and management responsibilities. The annual operating budget exceeds $2 million, provided primarily by the National Institute of Education, but also by other government and private sources. Program directions are determined by the Center's Board of Directors, which is widely representative of the various levels and sectors of postsecondary education with most Board members being institutional executives.

To intensify its capacity as a national resource for higher-education institutions and agencies, NCHEMS has established a Management Development Program. This Program is designed to provide opportunities and resources to administrators in colleges and universities for enhancing their fundamental knowledge about management in the higher-education setting. The scope of the Program assumes a broad and encompassing view of institution-wide management from the executive-level perspective. An integrated set of educational services is being developed to incorporate good management practices, current management issues, and results of R&D activities at NCHEMS and elsewhere. The specific educational services will include one- to three-day seminars conducted nationally, five- to ten-day management institutes, and various self-instructional guides and topical monographs.

NCHEMS seminars are designed to serve the management needs of administrators in higher education. The answers you provide to the following questions will help us to develop future high quality seminars that are responsive to your particular interests in a useful and timely way.

REASONS FOR ATTENDING THE SEMINAR

1. Rank three (only 3) of the following statements that best describe your reasons for attending this seminar (1 = greatest reason, 2 = second greatest reason, and 3 = third greatest reason):

   Rank

   ____ A general desire for self-improvement
   ____ Opportunity to meet with fellow administrators to discuss current issues
   ____ To prepare for new administrative responsibilities
   ____ Opportunity for relaxation, change-of-pace, etc.
   ____ To develop a new area of competence
   ____ Curiosity or interest in this particular topic
   ____ To improve my ability to deal with specific problems
   ____ Recommended by a colleague
   ____ To assess my current knowledge in this area

BACKGROUND/EXPERIENCE

2. With respect to today's seminar topic, check the statement below which you feel best describes your existing knowledge, experience, and responsibility in this topic area:

   Knowledge

   ____ No knowledge of the topic
   ____ Some broad, conceptual familiarity
   ____ Possess state-of-the-art knowledge

   Experience

   ____ No experience
   ____ Some exposure to problems in this topic area
   ____ Considerable experience with problems in this topic area (although I would admit some difficulty in solving problems in this area)
   ____ Considerable experience with problems in this topic area (although I have had a high degree of success in resolving these problems)

   Responsibility

   ____ Line responsibility
   ____ Staff responsibility
   ____ Other (describe):

SEMINAR TOPICS

3. Please describe below any topics that you feel would be appropriate seminar topics of interest to you and to other administrators in higher education during the next 12 to 18 months. Also, if you would like to recommend individuals as instructors or speakers, please indicate their names.

Suggested Seminar Topics	Suggested Instructor

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

4. Place a check mark beside each activity listed below in which you personally would be interested:

Seminars (Seminars are usually short-term, one to three-day experiences, intensively covering a single, focused topic or issue related to higher education. Seminars are located in major hotels in major cities.)

___ One-day seminars (with no overnight stay)
___ Two-day seminars
___ Three-day seminars

Institutes (Institutes are extended educational experiences dealing with a broad array of professional management topics. Institutes are usually held at a campus setting or conference resort area during the summer.)

___ Short-term institutes from three to seven days duration
___ Medium-term institutes from two to three weeks duration
___ Long-term institutes from four to six weeks duration

Publications

___ Monographs on specific higher-education problems and issues
___ Self-instructional materials on higher education management techniques
___ Periodic calendars listing professional development opportunities and activities available from various sources

SEMINAR METHODS AND ACTIVITIES

5. Place a check mark beside each activity listed below which you feel is an effective seminar learning experience for you personally:

___ Lecture/speaker (in a large group setting)
___ Discussion/question and answer session
___ Readings, articles, monographs
___ Small-group or institutional team task activity, etc.
___ Individual task, structured activity, etc.
___ Case study analysis and discussion
___ Management problems simulation exercise
___ Informal discussion period (e.g., social hours), etc.

SEMINAR SCHEDULES

6. In general, what schedule do you prefer for attending seminars (check all that are appropriate):

Time of Year

___ Sep
___ Oct
___ Nov
___ Dec
___ Jan
___ Feb
___ Mar
___ Apr
___ May
___ Jun
___ Jul
___ Aug

Days of Weeks

___ Monday
___ Tuesday
___ Wednesday
___ Thursday
___ Friday
___ Saturday
___ Sunday

OTHER INFORMATION

7. What other comments or suggestions could you make that would help NCHEMS develop, expand, or improve professional development resources and activities for administrators in higher education?

NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS

Seminar Schedule for Summer and Fall 1982

	JULY		
STRATEGIC PLANNING	Williamsburg, VA	July 12-13	(Mon/Tue)
ADMINISTRATIVE EFFECTIVENESS	Williamsburg, VA	July 14-15	(Wed/Thu)
STRATEGIC PLANNING	New York, NY	July 20-21	(Tue/Wed)
LEGAL PLANNING	New York, NY	July 22-23	(Thu/Fri)
	AUGUST		
INFORMATION FOR MANAGEMENT	Chicago, IL	August 10-11	(Tue/Wed)
STRATEGIC PLANNING	Chicago, IL	August 12-13	(Thu/Fri)
	SEPTEMBER		
DYNAMICS OF DECISIONMAKING	Montreal, Canada	September 28-29	(Tue/Wed)
STRATEGIC PLANNING	Montreal, Canada	September 30-Oct 1	(Thu/Fri)
	OCTOBER		
CONSULTING IN HIGHER EDUCATION	San Francisco, CA	October 5-6	(Tue/Wed)
ADMINISTRATIVE EFFECTIVENESS	San Francisco, CA	October 7-8	(Thu/Fri)
MANAGING DECLINE	Minneapolis, MN	(a) October 12	(Tue)
STRATEGIC PLANNING FOR TWO-YEAR COLLEGES	Chicago, IL	October 21	(Thu)
STRATEGIC PLANNING FOR TWO-YEAR COLLEGES	Philadelphia, PA	October 22	(Fri)
NEEDS ASSESSMENT FOR TWO-YEAR COLLEGES	Philadelphia, PA	October 25-26	(Mon/Tue)
ENROLLMENT PLANNING	Chicago, IL	October 27-28	(Wed/Thu)
STRATEGIC PLANNING	Nashville, TN	(b) October 28-29	(Thu/Fri)
	NOVEMBER		
INFORMATION FOR MANAGEMENT	Dallas, TX	November 8-9	(Mon/Tue)
LEGAL PLANNING	Dallas, TX	November 10-11	(Wed/Thu)
ENROLLMENT PLANNING	Pittsburgh, PA	November 18-19	(Thu/Fri)
FACILITIES MANAGEMENT	Atlanta, GA	November 22-23	(Mon/Tue)
INFORMATION FOR MANAGEMENT	Hilton Head, SC	(c) November 29-30	(Mon/Tue)
	DECEMBER		
EVALUATING HIGHER EDUCATION	Tampa, FL	December 2-3	(Thu/Fri)
LEGAL PLANNING	Tampa, FL	December 6-7	(Mon/Tue)
STUDENT OUTCOMES	Los Angeles, CA	December 7-8	(Tue/Wed)
EVALUATING HIGHER EDUCATION	Los Angeles, CA	December 9-10	(Thu/Fri)

(a) The seminar on Managing Decline will immediately precede the annual meeting of the American Council on Education (ACE) held in Minneapolis from October 13-15.

(b) The seminar on Strategic Planning will immediately precede the annual meeting of the American Association of State Colleges and Universities (AASCU) held in Nashville from October 30-November 3.

(c) The seminar on Information for Management will immediately precede the annual meeting of CAUSE held at Hilton Head Island from December 1-3.

FOR ADDITIONAL INFORMATION OR TO REGISTER, CONTACT:

SHERYL MEEK
NCHEMS
P.O. DRAWER P **or telephone:**
BOULDER, CO 80302 **(303) 497-0385**

—See other side for brief description of seminars—

STRATEGIC PLANNING IN THE HIGHER EDUCATION SETTING. (Seminar Leader: Robert Shirley)
Focuses on the process of planning and deals comprehensively with what strategic planning is, why it is important, who should be involved, and how to organize and carry out a strategic planning effort. Covers concepts and techniques, program offerings and priorities, key issues, and case examples.

STRATEGIC PLANNING FOR TWO-YEAR COMMUNITY AND TECHNICAL COLLEGES. (Seminar Leader: Byron McClenney)
Describes differences and relationships between strategic and operational planning in the two-year setting. Discusses the impact of strategic planning on allocation and reallocation of resources, the importance of ongoing needs assessment, and strategies for involving people at all levels in the organization.

EVALUATING HIGHER EDUCATION: THE INSTITUTION, ITS PROGRAMS, ADMINISTRATORS, AND FACULTY. (Seminar Leader: Richard I. Miller)
Designed to assist those who are concerned with evaluation issues to understand the unique aspects involved in doing evaluation in the higher-education setting. Reviews the four major dimensions of evaluation—institution, program, faculty, and administrator—and describes their interrelationships.

LEGAL PLANNING FOR COLLEGES AND UNIVERSITIES IN THE 80's. (Seminar Leader: Philip R. Mootsi)
Provides an overall understanding of current legal problems and issues in the context of the higher-education setting and focuses on ways to take proactive steps to address legal contingencies.

DYNAMICS OF DECISIONMAKING IN COLLEGES AND UNIVERSITIES. (Seminar Leader: J. Victor Baldridge)
Designed to foster a better understanding of the unique decision processes in higher education. Describes organizational characteristics, major decision models, decision strategies, and political tactics.

ENROLLMENT PLANNING: STRATEGIC ISSUES AND INSTITUTIONAL IMPLICATIONS. (Seminar Leader: Larry Leslie)
Addresses enrollment as a critical planning function in higher education. Covers strategic enrollment issues, national and regional demographic trends, reviews participants' individual institutional enrollment situations, and presents alternative ways for productive planning in responding to or creating new enrollment patterns at an institution.

THE NATURE AND ROLE OF INFORMATION FOR MANAGEMENT IN HIGHER EDUCATION.
(Seminar Leaders: Paul Brinkman, Dennis Jones, and William Tetlow)
Emphasizes linkage between executive-level needs for information and operational-level perceptions of those needs. Covers the nature of management information to decisionmaking styles. Assesses appropriate management information and ways for improving its availability. Reviews the information specialists' role and evaluates the participants' individual institutional information systems.

PROMOTING ADMINISTRATIVE EFFECTIVENESS. (Seminar Leaders: Kim Cameron and David Whetten)
Addresses issues and techniques designed to assist managers improve and develop critical leadership skills for themselves and their staff. Includes discussion of time and stress management, delegation and decisionmaking, interpersonal problem solving, and managing differences between individuals and groups.

NEEDS ASSESSMENT FOR TWO-YEAR COMMUNITY AND TECHNICAL COLLEGES. (Seminar Leader: Jana Matthews)
Describes why community needs assessments are essential, how to select the appropriate constituencies to be assessed, and describes data collection strategies and questions that are appropriate for various groups. Covers concepts, introduces prototype instruments, time frames, costs, and case examples.

HIGHER EDUCATION FACILITIES MANAGEMENT. (Seminar Leader: Harlan Bareither)
Focuses on the need to understand the physical plant as a major asset of the institution. Provides guidelines about assessing and managing utilization and suggests ways to assess options involved in budgetary issues and consequences.

IDENTIFYING AND MEASURING STUDENT OUTCOMES. (Seminar Leader: Peter Ewell)
Develops a conceptual framework for the use of student outcome measures in planning and decisionmaking. Emphasizes key questions to be asked in identifying appropriate student outcomes and discusses ways to classify outcomes, organize related information, and obtain and evaluate various measures.

CONSULTING IN HIGHER EDUCATION. (Seminar Leader: Jana Matthews)
Focuses on the role of those who often function as "internal" consultants in colleges and universities (e.g., presidential assistants, computer center staff, and institutional researchers); determining what problems they should concentrate on, collecting information to address those problems, working with decisionmakers, and helping implement new decisions and changes. Also discusses the management of "external" consultants.

MANAGING DECLINE IN COLLEGES AND UNIVERSITIES. (Seminar Leaders: Kim Cameron and David Whetten)
Addresses the skills and strategies required for managing during periods of decline and retrenchment. Presents preliminary results from investigations conducted by NCHEMS Organizational Studies Program regarding how institutions are adapting to decline, as well as from other research done on private and public sector organizations. Suggests ways to respond appropriately to managing decline and avoid counterproductive activities.

(See other side for schedule of seminars)

BEST COPY AVAILABLE

POTENTIAL ENROLLMENT ISSUES

A. Gaining New Resources Usually Means Money

1. What is the optimum tuition level?
2. How can external student aid be maximized?
3. What if student aid is disbursed through block grants?

B. New Markets: The fundamental question of mission must be addressed.

1. What student groups are targeted for recruitment?
2. What successes in attracting these groups can be found in present or past enrollment data?
3. Where do these present and "targeted" students come from? Why did they come here (this college)?
4. What special services do these students require?
5. What changes in faculty will be required? What are the implications for retraining or hiring?
6. What can be done to retain students?

C. New Ventures: Issues here could include both the ideas of recommitment to mission and expansion into new ventures.

1. Should the institution pursue new ventures (e.g., new programs, majors, services, etc.).
2. What are the implications of new ventures to the institutional mission?
3. What does present and projected internal curriculum mix, (i.e., enrollment by curriculum) suggest for new ventures?

4. What facilities changes (new, remodeled, refurbished) will be required?

5. How can a distinctive institutional environment be created?

6. What new or improved services (placement, vocational counseling, social counseling, etc.) are needed?

D. Efficiency (Productivity)

1. What resource reallocation decisions (such as personnel, student scholarships, etc.) are suggested?

2. What is the "excess capacity" of growing areas? Is there under-capacity?

3. What is the excess capacity of declining units? What will it be?

4. How can quality be maintained? To what extent is quality the institution's product?

5. What new instructional arrangements are possible?

E. Reorganizing and Restructuring the Enterprise

1. Do the new resources and markets suggest new academic organizations?

2. Should some internal units be merged or dissolved?

ENROLLMENT - RELATED ISSUES FOR THE FUTURE

Enrollment Planning Issues	Related Financial Issues
Resource Factors	Resource Factors
Tuition Pricing	Private Support
Student Aid Policies	Contracts & Grants
Block Grants for Student Aid	Sales and Services: especially
New Markets	New Bonding Approaches
Recruiting New Student Types	Athletic Pricing Policies
Related Need for New Faculty	State Appropriations
Faculty Retraining	Efficiency
Retraining Present Students	Incentives
New Ventures	Quality Maintenance
New Programs and Program Emphasis	Reorganizing and Restructuring
Mission Change	Internal Reorganization
New or Changed Facilities	Merger
A Distinctive Institutional Environment	Dissolution
Services Enhancement (E.G., Placement, Vocational Counseling)	Going Public
Efficiency	2-year to 4-year
Resources Reallocation	
Personnel Reallocation	
Under Capacity in Growing Areas	
Excess Capacity in Declining Areas	
Instructional Formats	
Reorganizing and Restructuring	
New Structures for New Programs and Program Emphasis	

The National Center for Higher Education Management Systems

Presents a Seminar on

Enrollment Planning: Strategic Issues and Institutional Implications

Conducted by
Larry Leslie

Schedule

Day One

8:15 a.m. - 9:00 a.m.	Registration and Continental Breakfast
9:00 a.m. - 12:00 Noon	Session I: Overview of Enrollment Factors and National/Regional Demographic Trends
12:00 Noon - 1:00 p.m.	Lunch
1:00 p.m. - 5:00 p.m.	Session II: Review and Analysis of Participants' Institutional Data
5:00 p.m. - 6:00 p.m.	Social Hour

Day Two

8:15 a.m. - 9:00 a.m.	Continental Breakfast
9:00 a.m. - 12:00 Noon	Session II: Review and Analysis of Participants' Institutional Data (Continued)
12:00 Noon - 1:00 p.m.	Lunch
1:00 p.m. - 2:00 p.m.	Session III: Presentation of a Successful Case
2:00 p.m. - 2:30 p.m.	Summary and Conclusion
2:30 p.m. - 3:30 p.m.	Informal Discussion with Instructor

Note: Refreshment Breaks will occur midmorning and midafternoon.

The National Center for Higher Education Management Systems

Presents a Seminar on

ENROLLMENT PLANNING:
STRATEGIC ISSUES AND INSTITUTIONAL IMPLICATIONS

Conducted By
Larry Leslie

Seminar Dates and Locations for Spring, 1982

Day	Date	Hotel and Address
Wednesday/ Thursday	March 10 - 11	Ramada Townehouse Hotel 100 West Claredon Avenue Phoenix, AZ 85013 (602) 279-9811
Wednesday/ Thursday	March 24 - 25	New York Hilton 1335 Avenue of the Americas New York City, NY 10019 (212) 586-7000
*Saturday/ Sunday	April 3 - 4	Stouffer's Riverfront Towers 200 Sourth Fourth Street St. Louis, MO 63102 (314) 241-9500
Wednesday/ Thursday	April 28 - 29	Tulsa Excelsior West 7th Street Tulsa, OK 74103 (918) 587-8000
Wednesday/ Thursday	May 12 - 13	Marriott Hotel - Key Bridge 1401 Lee Highway Arlington, VA 22209 (703) 524-6400

*Just prior to the AACJC annual meeting from April 5-7 in St. Louis, Mo at Stouffer's Riverfront Towers

NOTE TO SEMINAR PARTICIPANTS

This seminar notebook has been designed to be of maximum use to you during the seminar. Copies of overheads have been included in the same sequence as used by the instructor in order to facilitate your taking notes during the instructor's presentation. Other materials included in the notebook will be referred to as appropriate during the seminar.

In addition to its use during the seminar, we also hope that the notebook will be helpful as a reference document following the seminar.

SEMINAR OBJECTIVES

IN GENERAL

1. Understand The Strategic Enrollment Issues That Need To Be Considered.

2. Review And Assess The National And Regional Demographic Trends Being Predicted.

3. Understand That Individual Institutions Are Facing Different Enrollment Situations: Decline, Stability, and Increase.

IN SPECIFIC FOR YOUR INSTITUTION

4. Review Actual Enrollment Trends.

5. Assess The Possible Implications Associated With These Enrollment Changes.

6. Determine Alternatives For Responding To Or Planning For These Enrollment Changes.

KEY ENROLLMENT FACTORS TO BE WATCHED

BIRTH RATES AND HIGH SCHOOL GRADUATES

REGIONAL SHIFTS

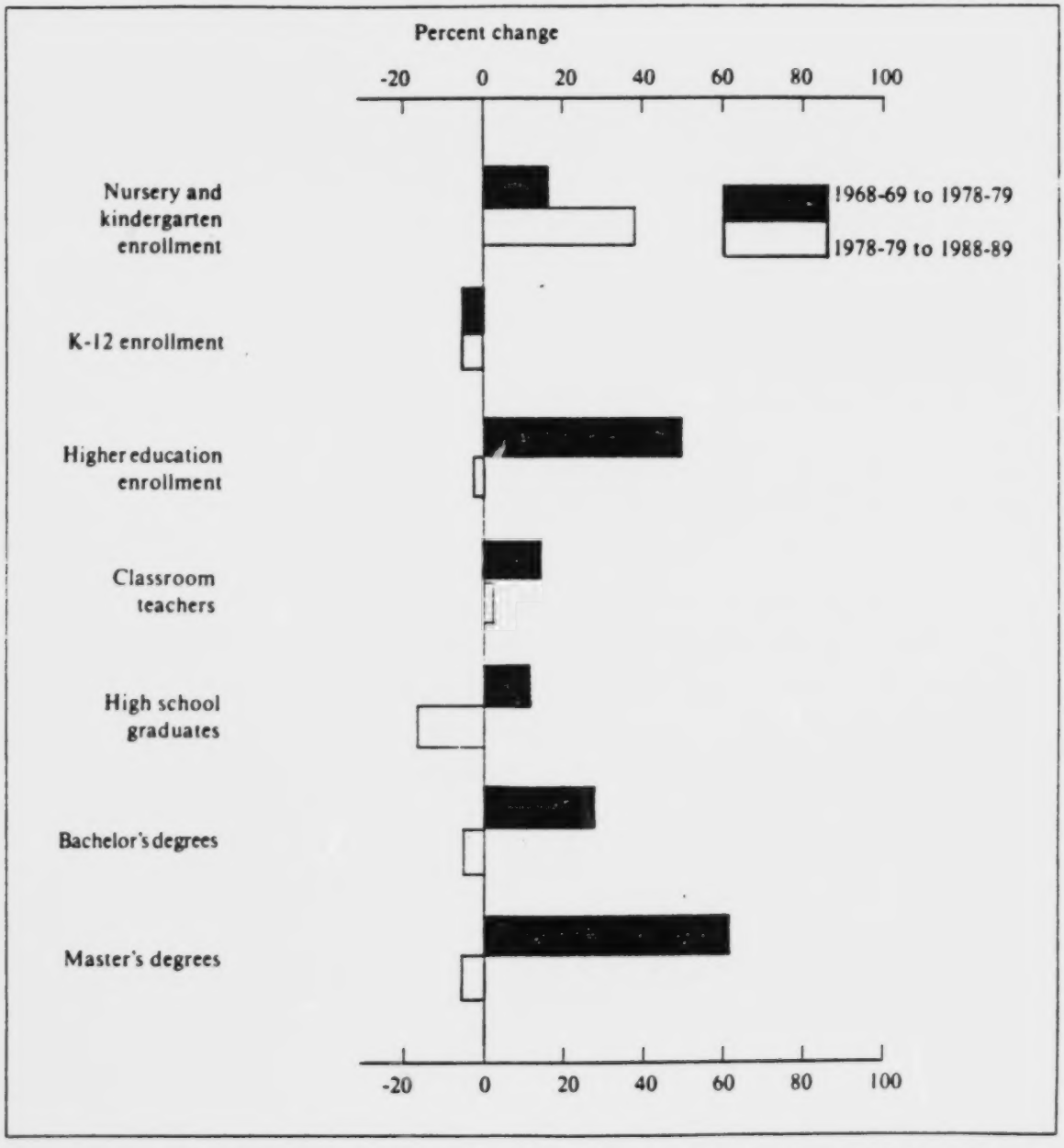
INDIVIDUAL CHARACTERISTICS

- Age
- Sex
- Race/Ethnicity
- Income Level
- Geographic Origin (In State Vs. Out of State Status)
- Domicile (Commuter Vs. Residency Status)

ENROLLMENT CHARACTERISTICS AND SHIFTS

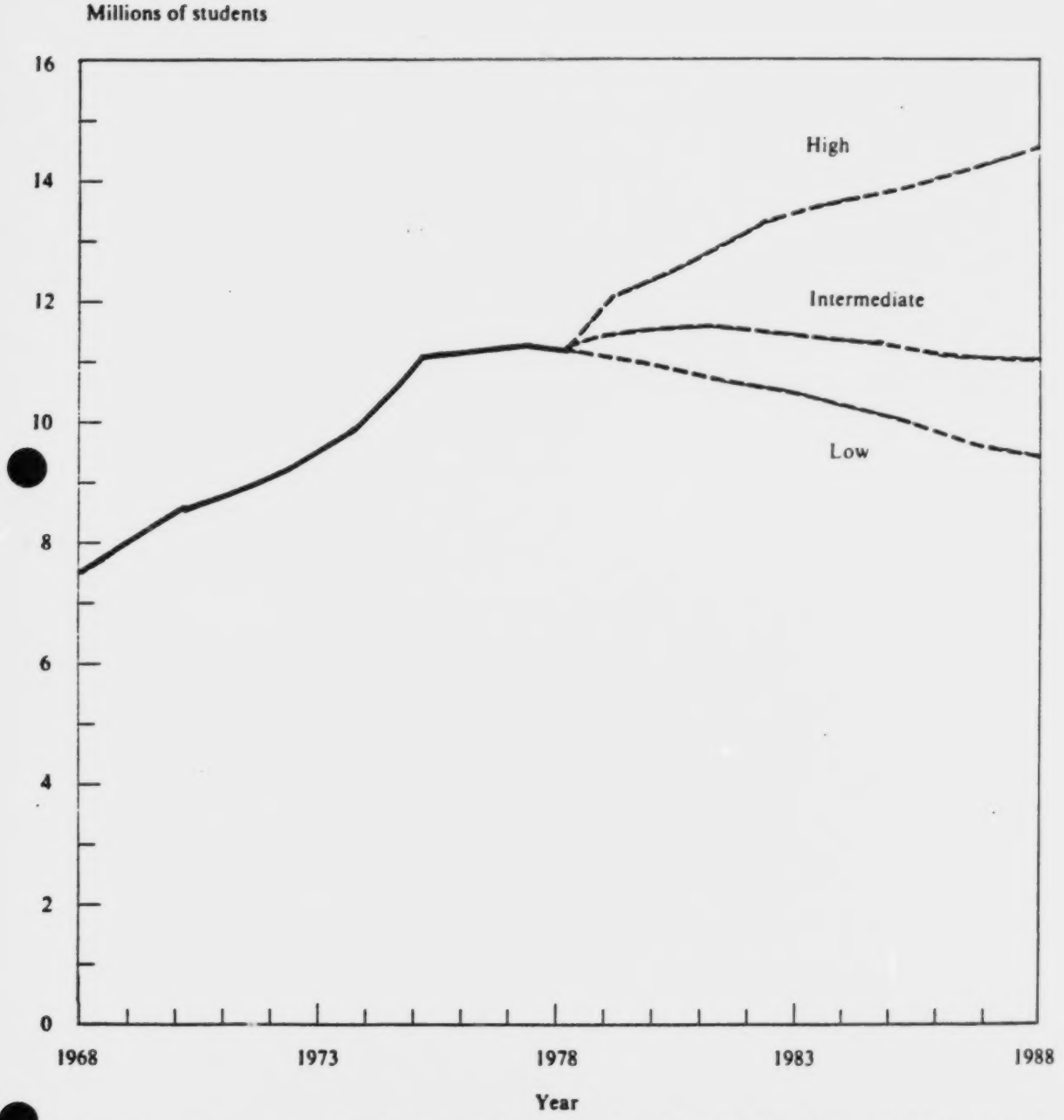
- In Total (Head Count and FTE)
- By Class/Year
- By Level (LD/UD, Undergraduate/Graduate)
- By Colleges/Schools
- By Disciplines/Departments
- By Programs and Majors
- By Day Vs. Evening Status
- By Full Time vs Part Time Status

PERCENT CHANGE IN SELECTED EDUCATION STATISTICS IN UNITED STATES 1968-69 TO 1978-79 AND 1978-79 TO 1988-89



Source: Martin M. Frankel, and Debra E. Gerald, Projections of Education Statistics to 1988-89 (Washington, D.C.: National Center for Education Statistics, 1980): p. 2.

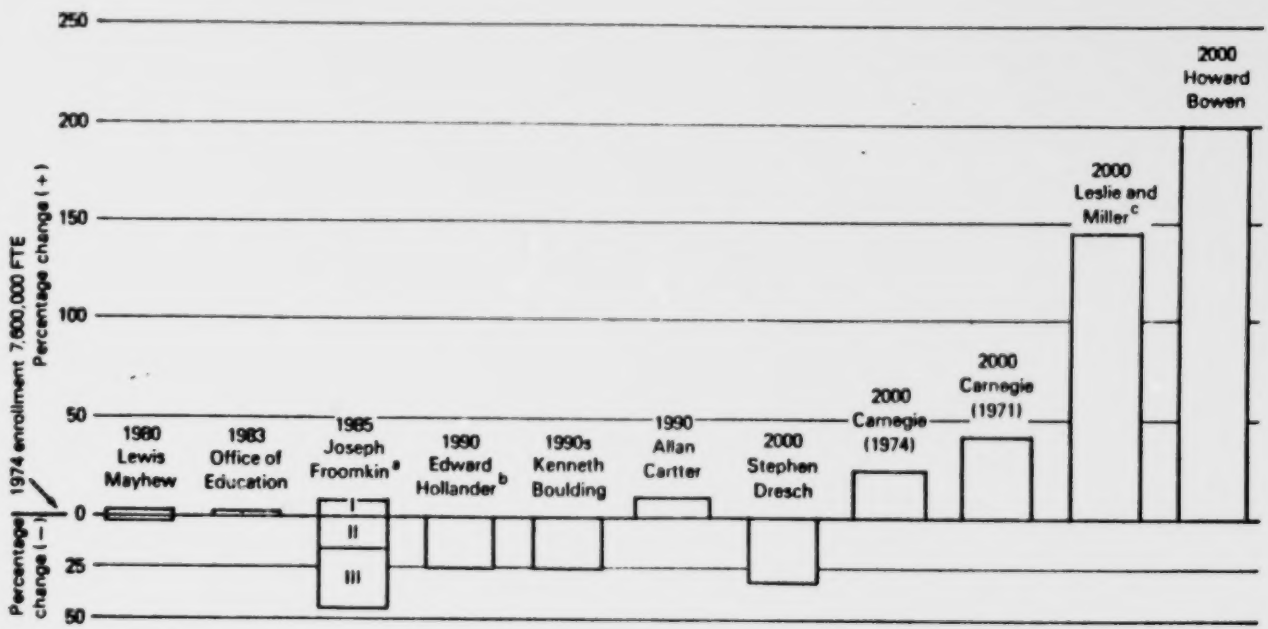
TOTAL ENROLLMENT IN ALL U.S. INSTITUTIONS OF HIGHER EDUCATION WITH ALTERNATIVE PROJECTIONS FALL 1968 TO 1988



Source: Martin M. Frankel, and Debra E. Gerald, Projections of Educational Statistics to 1988-89 (Washington, D.C.: National Center for Education Statistics, 1980): p. 12.

HOW DIFFERENT PROJECTIONS AND POSSIBILITIES FOR ENROLLMENT IN HIGHER EDUCATION COMPARE WITH THE 1974 LEVEL OF ENROLLMENT

(percentage comparison)



(a) Froomkin sets forth three "scenarios."
(b) Enrollment level for full-time undergraduates in the state of New York.
(c) Leslie and Miller assume that enrollment in higher education is linked directly to the rate of growth of the total gross national product. The Council has estimated the implied growth on the assumption that real GNP rises at an annual average rate of 3.5 percent a year from 1974 to 2000.

Source: Appendix B. (Carnegie Foundation, More Than Survival 1975, p. 91, figure 8.)

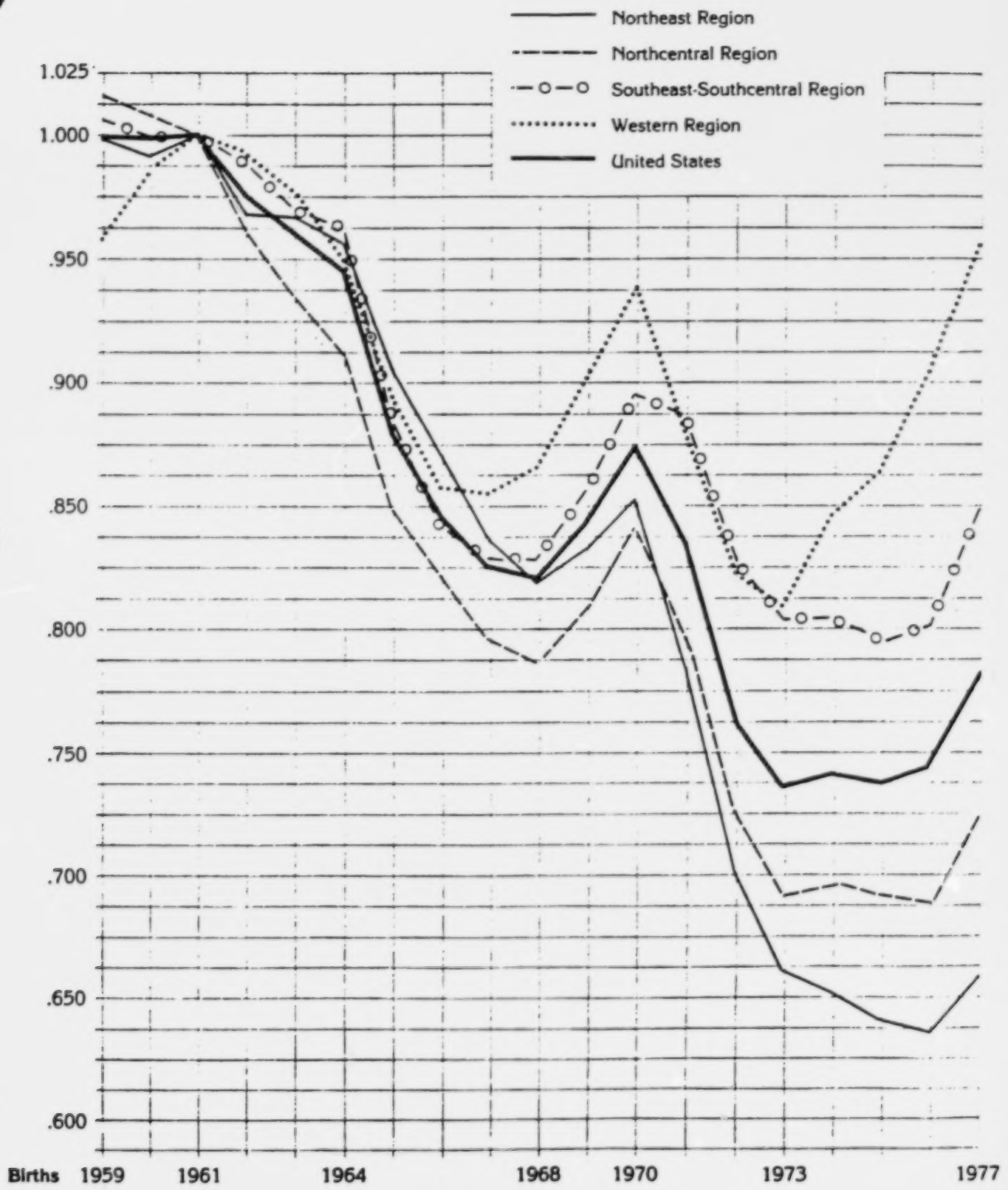
HYPOTHETICAL STATE'S ENROLLMENT OUTLOOK

INSTITUTIONAL TYPES	CURRENT ENROLLMENT	ENROLLMENT DECLINE	ENROLLMENT AT LOW POINT	PERCENT DECLINE
STATE UNIVERSITY SYSTEM	25,000	1,500	23,500	- 6.0%
STATE COLLEGES	50,000	23,000	27,000	-46.0
PUBLIC COMMUNITY COLLEGES	75,000	3,000	72,000	- 4.0
HIGH PRESTIGE PRIVATE COLLEGES	20,000	1,500	18,500	- 7.5
NON-PRESTIGIOUS PRIVATE COLLEGES	75,000	35,800	39,200	-47.7
SMALL, SPECIAL PURPOSE PRIVATES	5,000	200	4,800	- 4.0
STATE TOTALS	250,000	65,000	185,000	-26.0%

I-5

Source: Fred E. Crossland, "Learning to Cope With a Downward Slope", Change, July/August 1980, p. 23

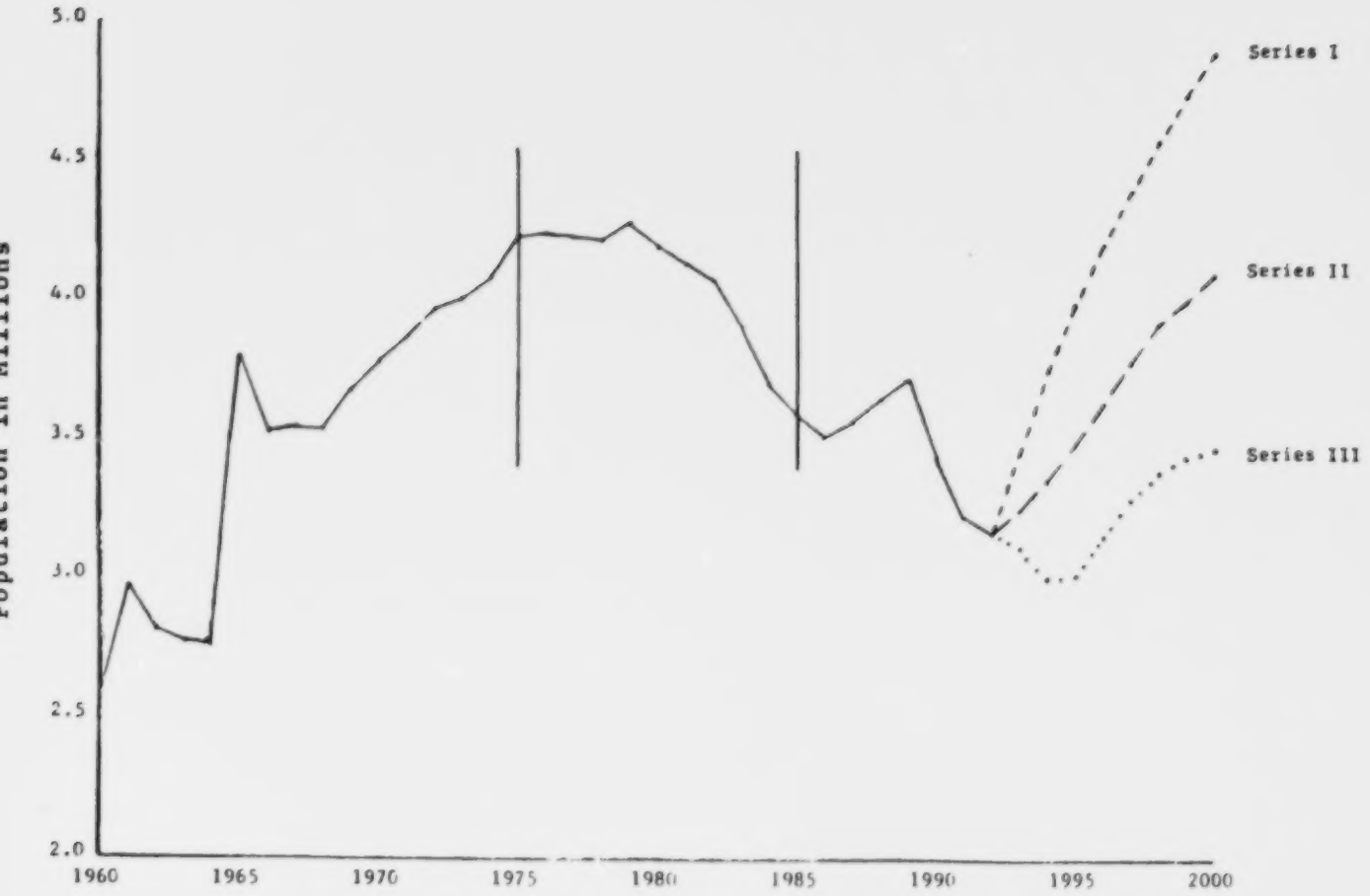
Pattern of Births By Region, 1959-1977*



*Using births reported by the states

Source: Western Interstate Commission on Higher Education High School Graduates: Projections for the Fifty States (Boulder, Colo.: WICHE, 1979): p. 18.

ESTIMATES OF THE 18-YEAR OLD POPULATION OF THE UNITED STATES 1960 TO 2000[a]

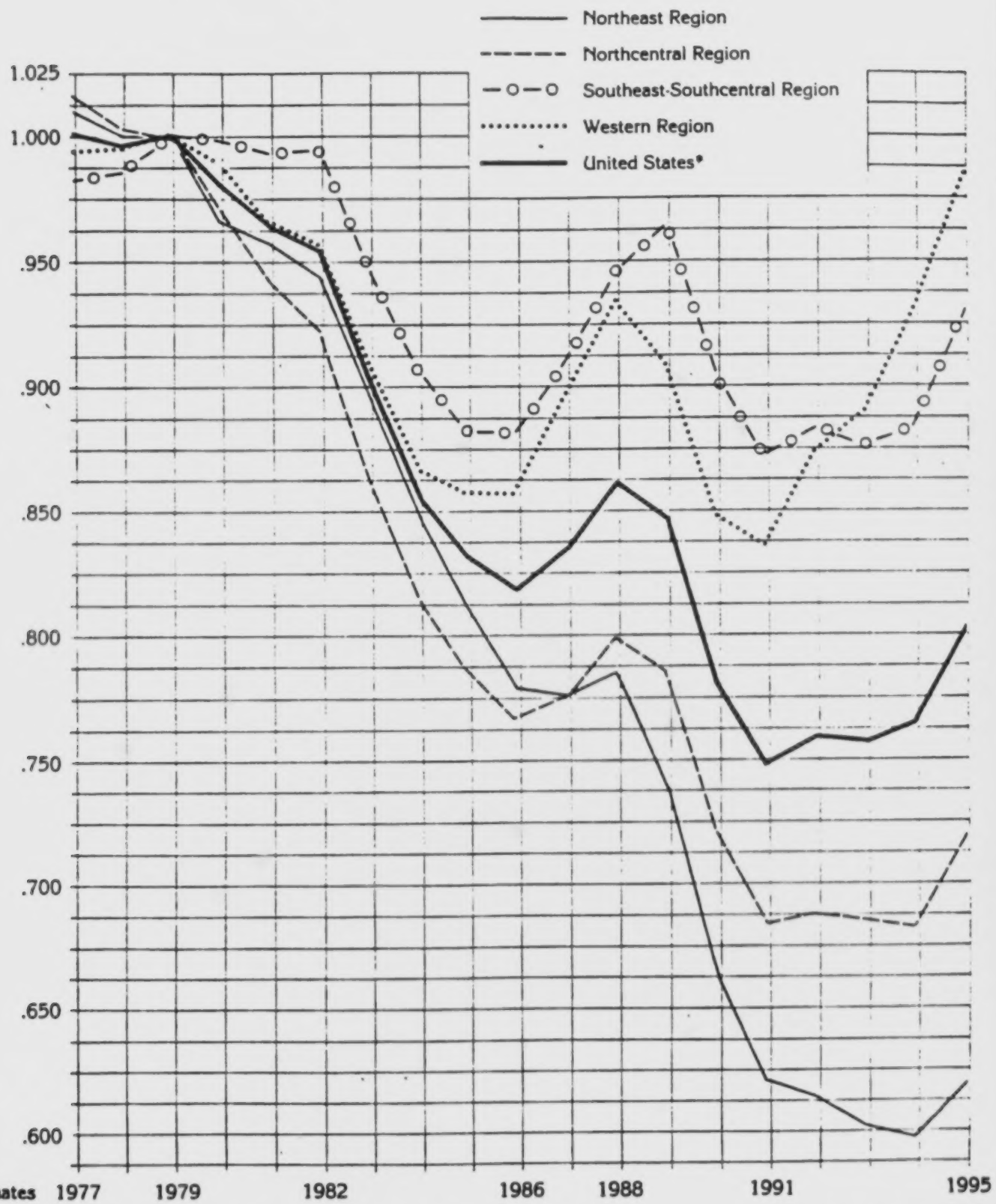


[a]As of July 1 of each year.

Source: U.S. Bureau of the Census, Current Population Reports, Series P-25, Nos. 519 and 601. (Bureau of the Census Series I, II, and III are based on projections of the average number of lifetime births per woman as follows: Series I 2.7, Series II 2.1, and Series III 1.7.)

Note: The raw data was converted into this graph and published by Cathy Henderson, "Changes in Enrollment by 1985", Policy Analysis Service Reports, Vol 3, No. 1 (June 1977): p. 11.

Pattern of High School Graduates By Region, 1977-1995

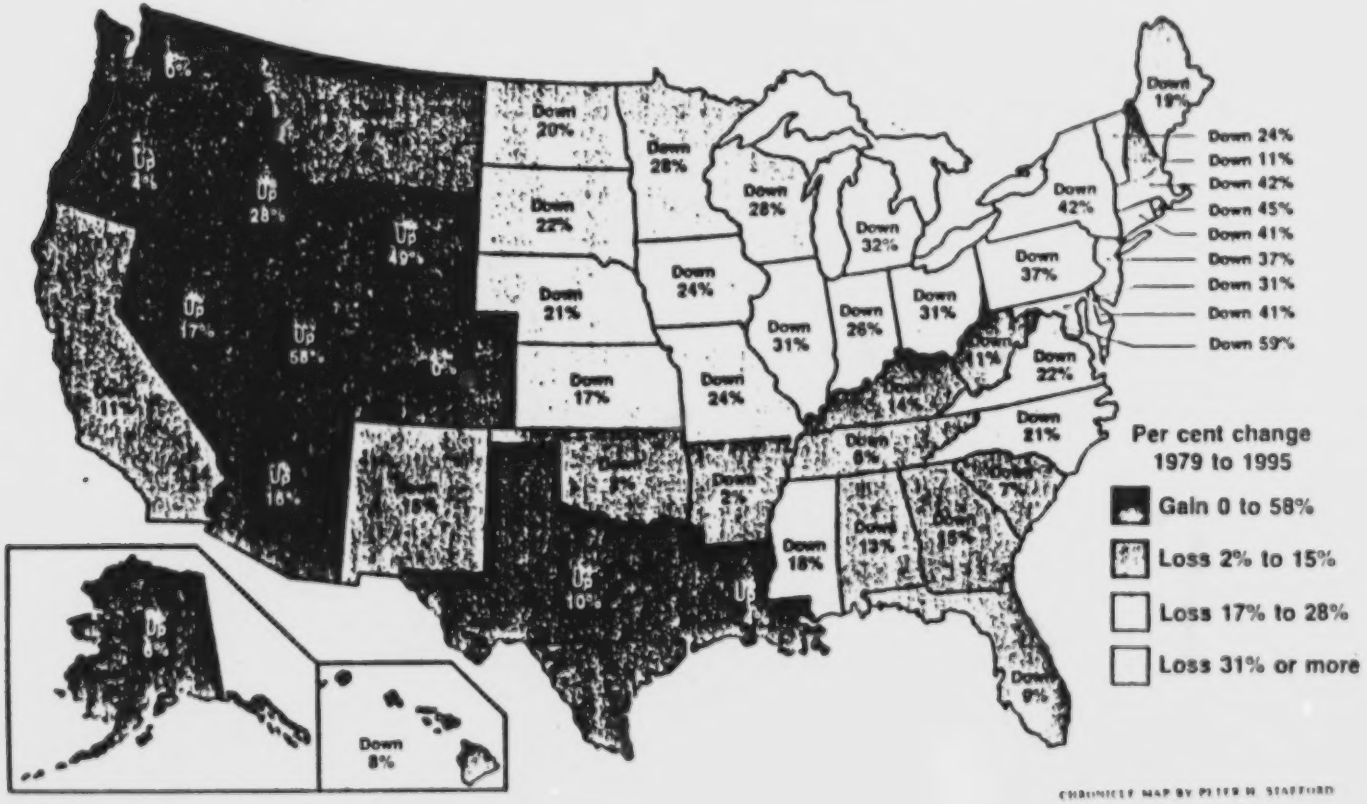


*Based on sum of projections for states

Source: Western Interstate Commission on Higher Education, High School Graduates: Projections for the Fifty States (Boulder, Colo.: WICHE, 1979): p. 19.

Changing Numbers in High-School Graduating Classes

Projections show decline in all but 10 states between 1979 and 1995

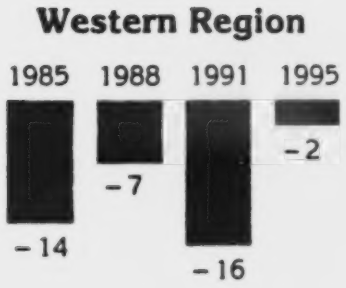


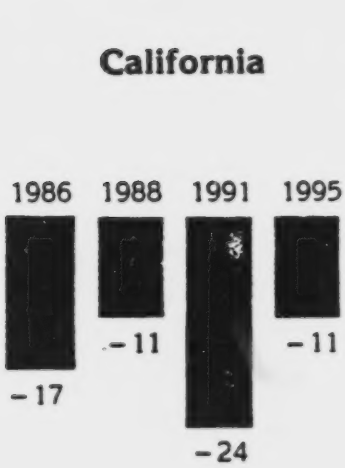
SOURCE: PICTURE FROM CHRONICLE OF HIGHER EDUCATION "FACT FILE", JANUARY 7, 1980, P. 8

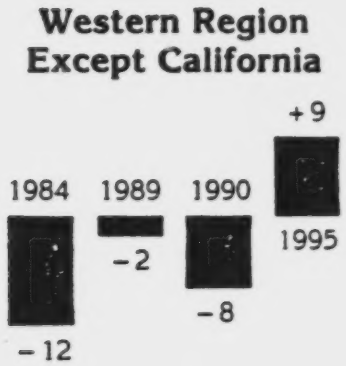
PATTERN OF PROJECTED PUBLIC HIGH SCHOOL GRADUATES
1979 - 1995

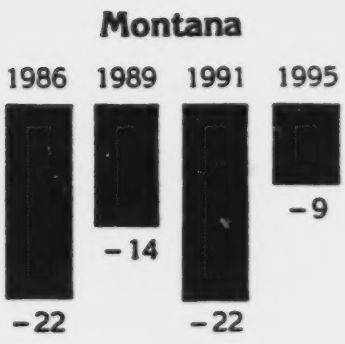
PERCENTAGE CHANGE FROM LEVEL ESTIMATED FOR 1979

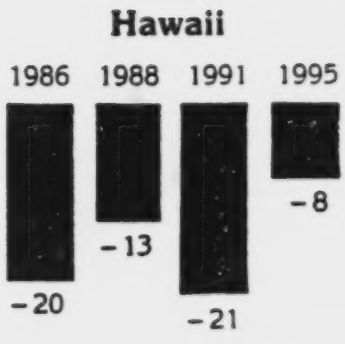
Source: Western Interstate Commission on Higher Education, High School Graduates: Projections for the Fifty States (Boulder, Colo.: WICHE, 1979): pp. 5-13.







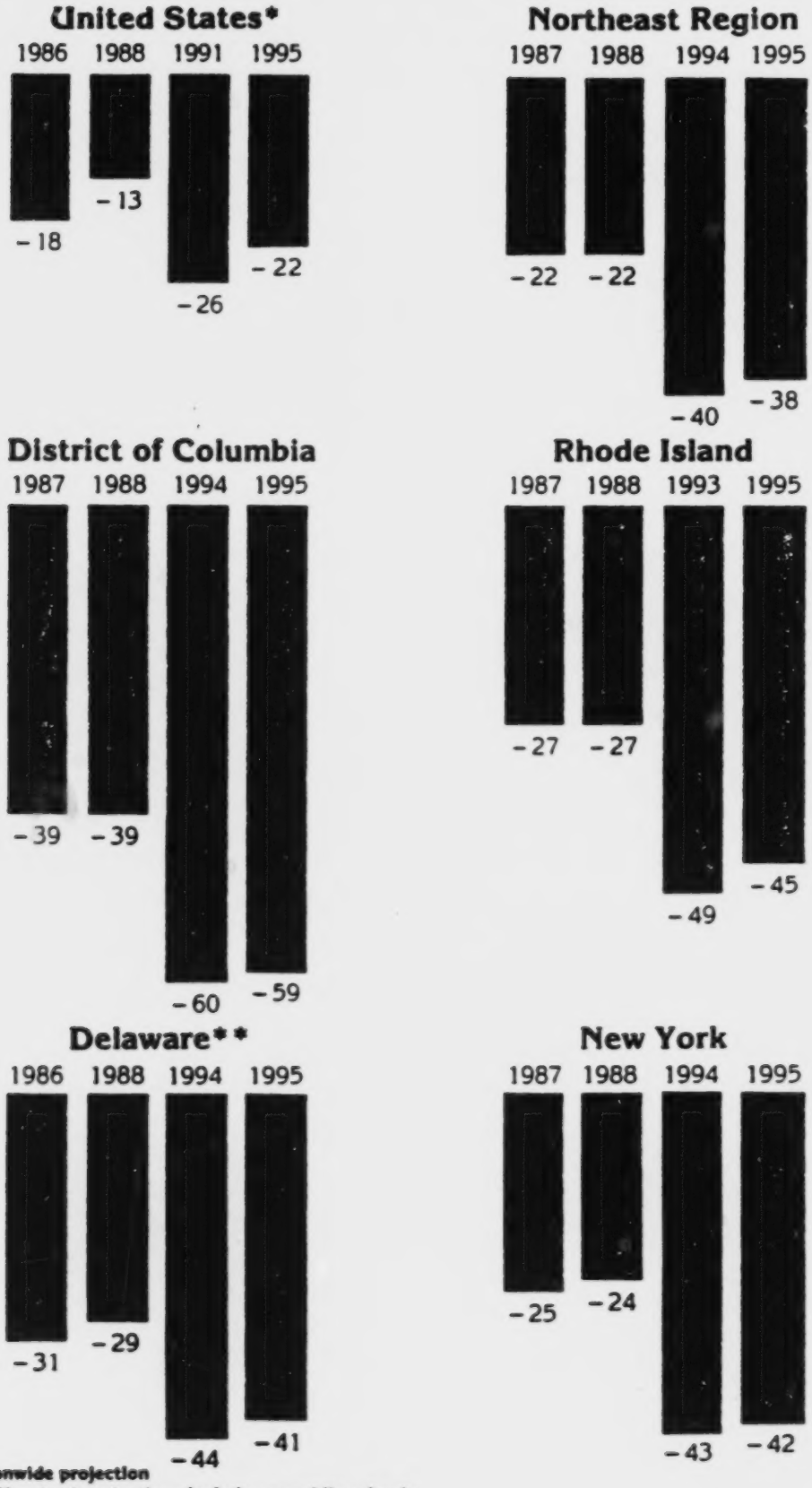




*This graph differs from Figure 1 in "Projections of High School Graduates in the West" published by WICHE, June 1979. There the percentage changes were from the individual state peaks occurring between 1975 and 1982. Here the changes are from the level estimated for 1979.

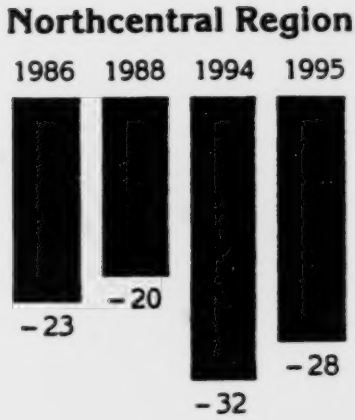
**Based on nationwide projection

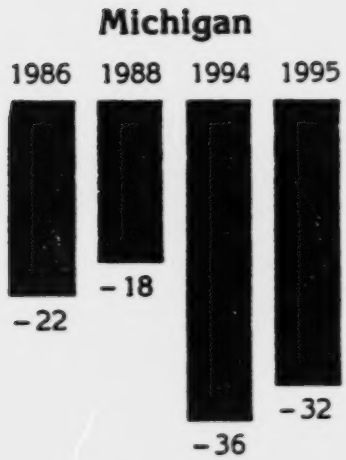
***Includes nonpublic schools

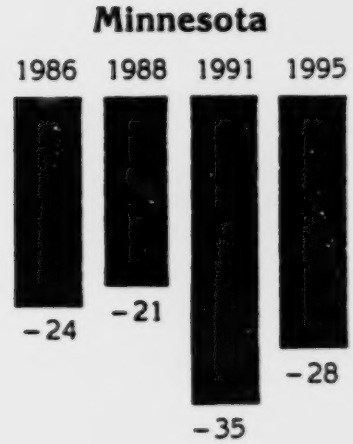


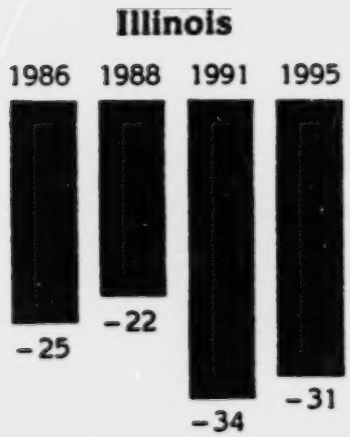
*Based on nationwide projection

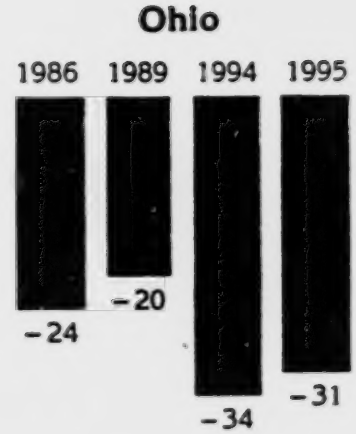
**Delaware and Maryland projections include nonpublic schools



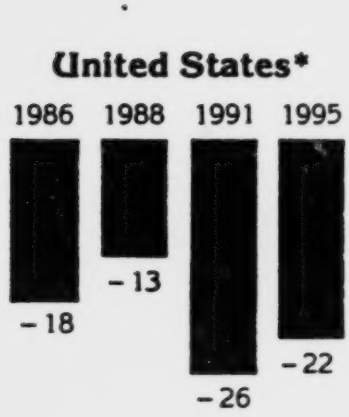


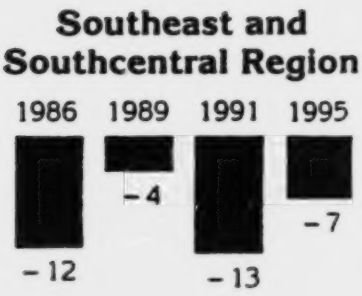


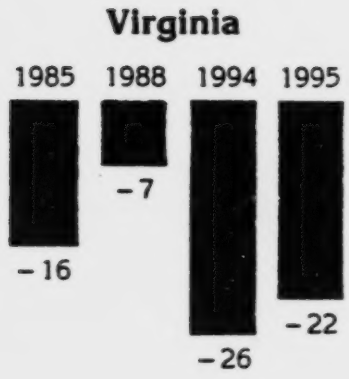


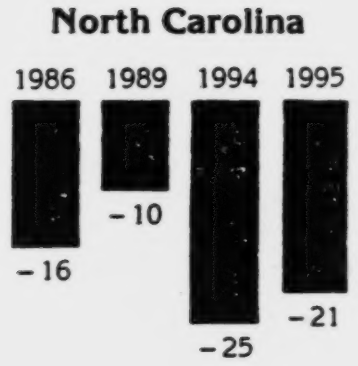


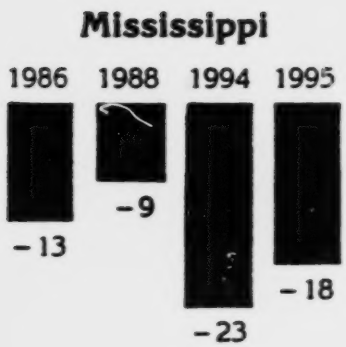
*Based on nationwide projection

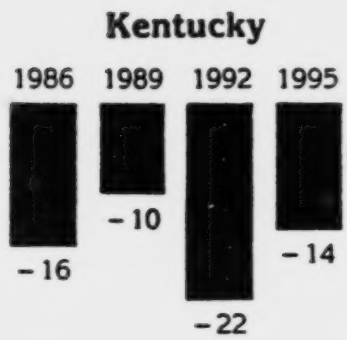


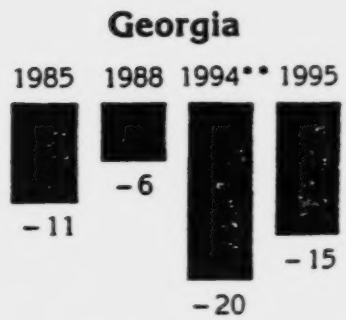






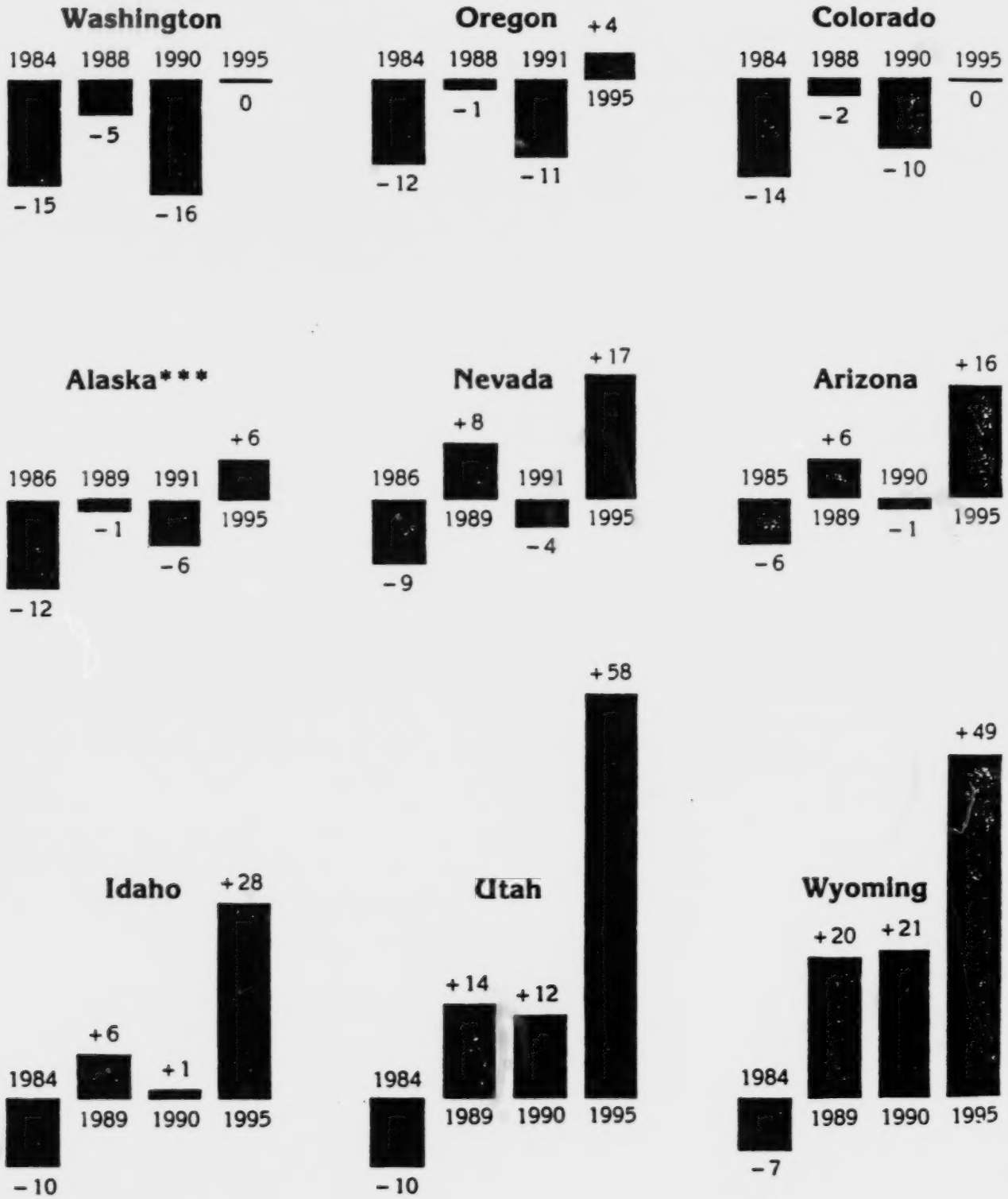






*Based on nationwide projection

**Ignores artifically small groups projected for 1990 and 1991


Washington
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Oregon
1984 1988 1991 1995
-12 -1 -11 +4
Colorado
1984 1988 1990 1995
-14 -2 -10 0
Alaska***
1986 1989 1991 1995
-12 -1 -6 +6
Nevada
1986 1989 1991 1995
-9 +8 -4 +17
Arizona
1985 1989 1990 1995
-6 +6 -1 +16
Idaho
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-10 +6 +1 +28
Utah
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-10 +14 +12 +58
Wyoming
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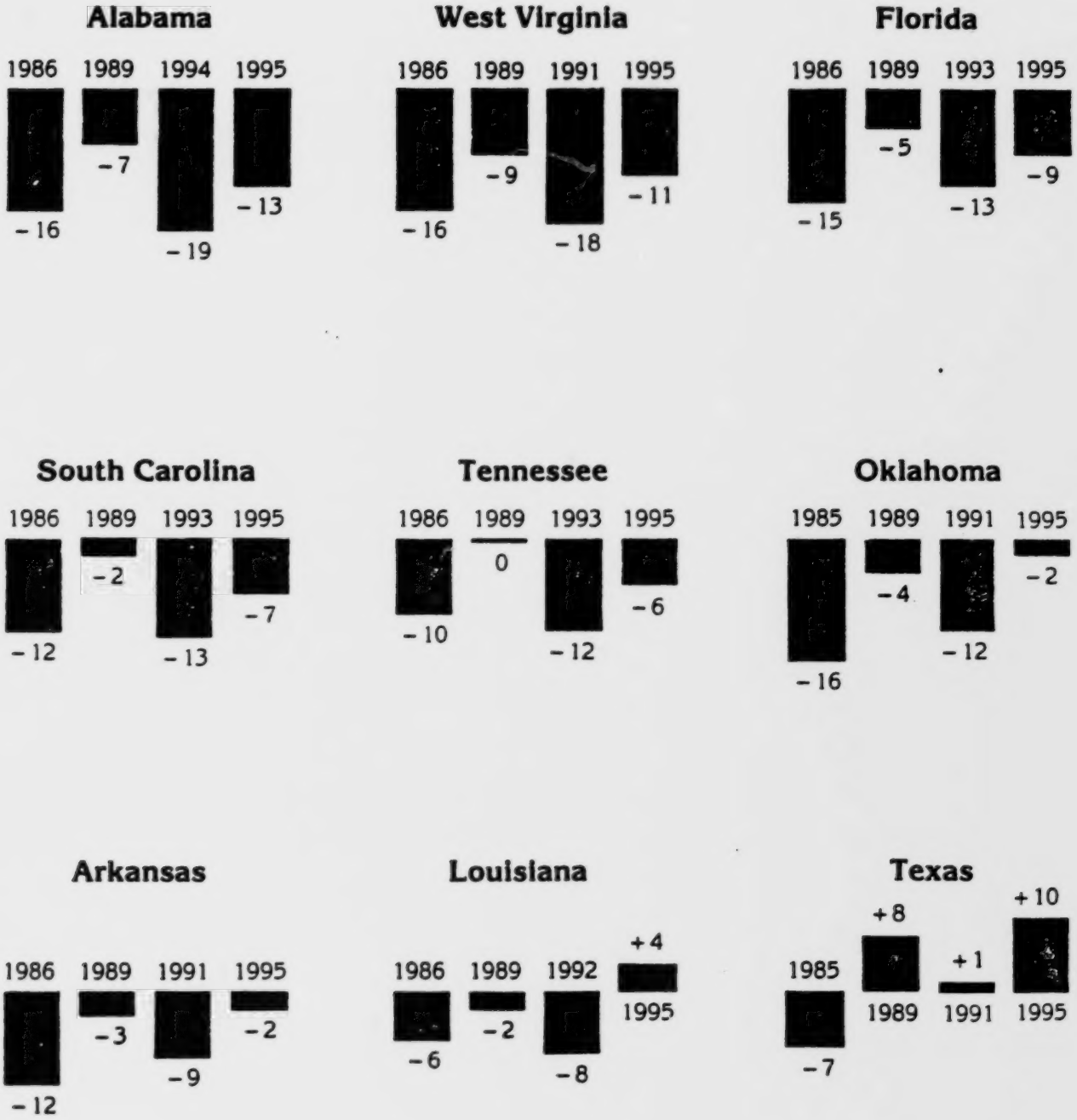
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West Virginia
1986 1989 1991 1995
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Florida
1986 1989 1993 1995
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South Carolina
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Tennessee
1986 1989 1993 1995
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Oklahoma
1985 1989 1991 1995
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Arkansas
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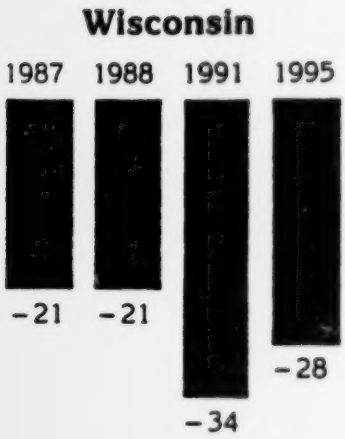
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1995
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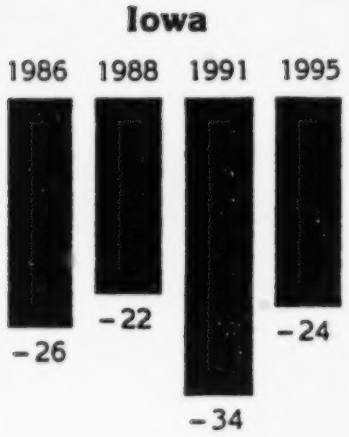
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1995
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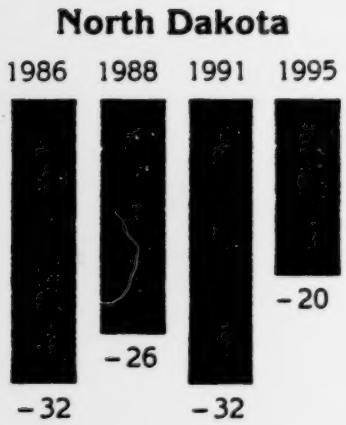
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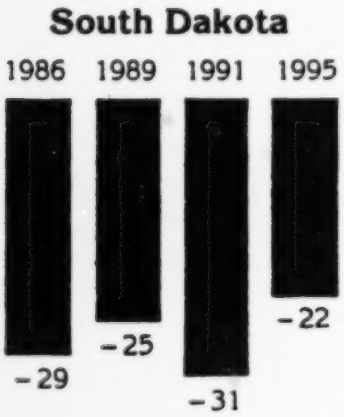
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1995
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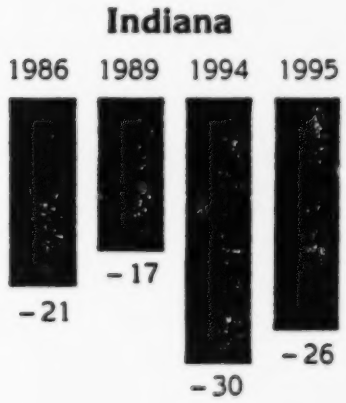
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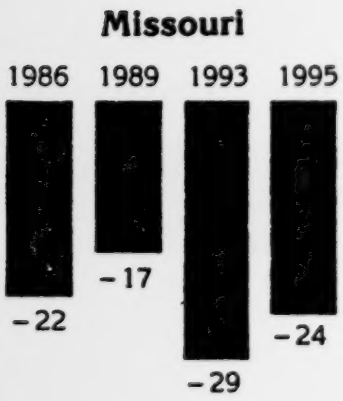
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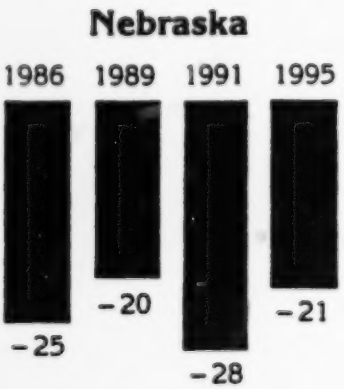
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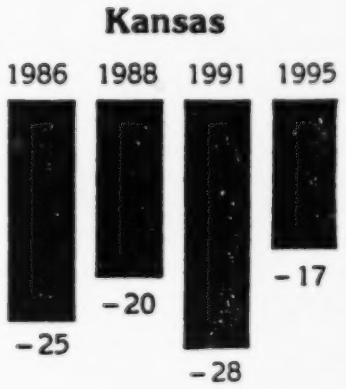
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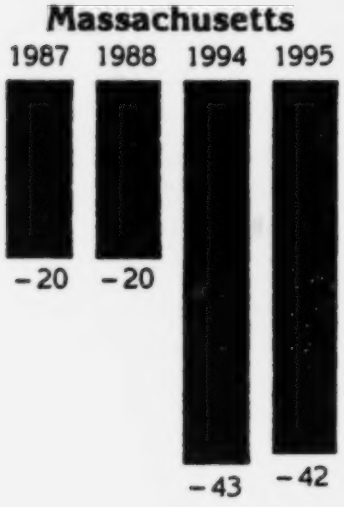
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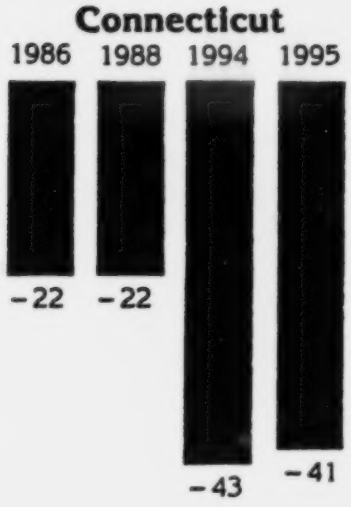
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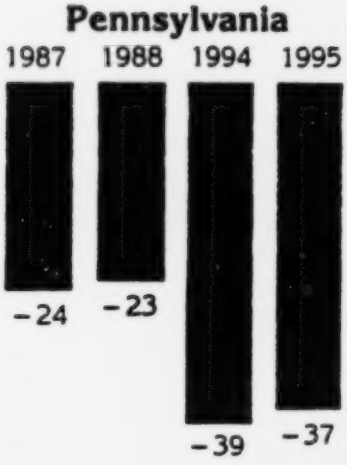
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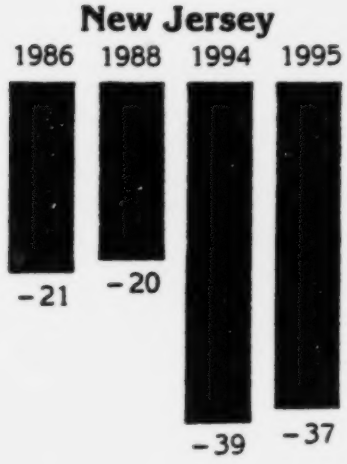
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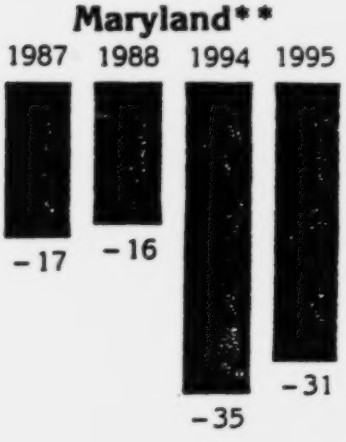
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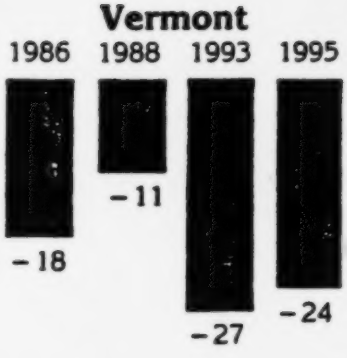
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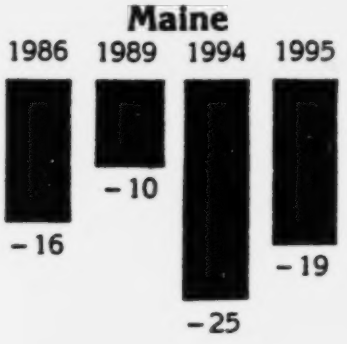
Maine
1986 1989 1994 1995
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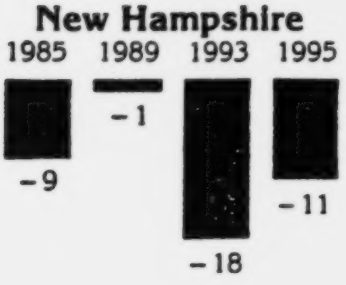
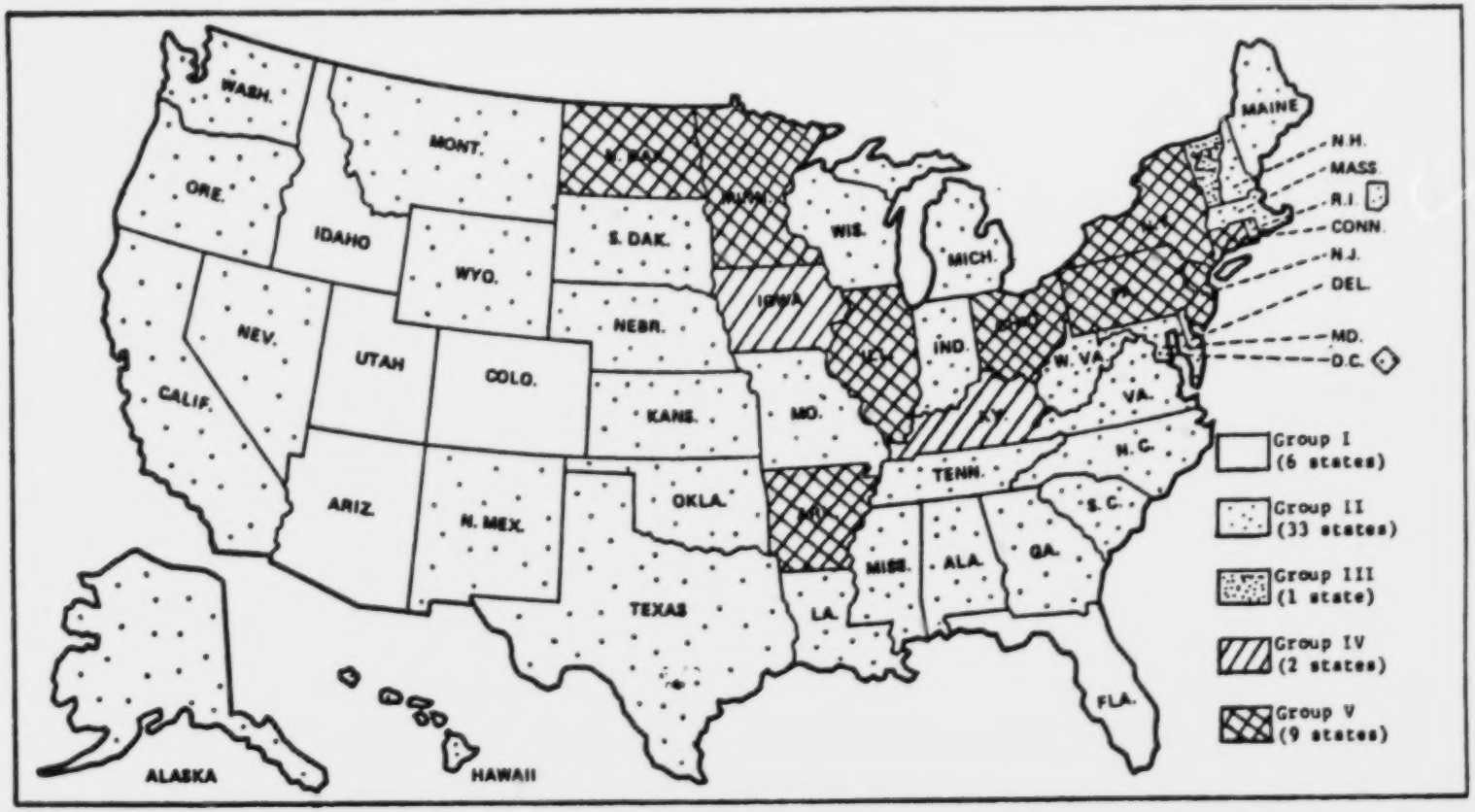

New Hampshire
1985 1989 1993 1995
-9 -1 -18 -11

IMPACT OF PROJECTED POPULATION SHIFTS AND MIGRATION TRENDS OF STUDENTS ON ENROLLMENT OF TRADITIONAL-AGE FRESHMEN 1975-1985



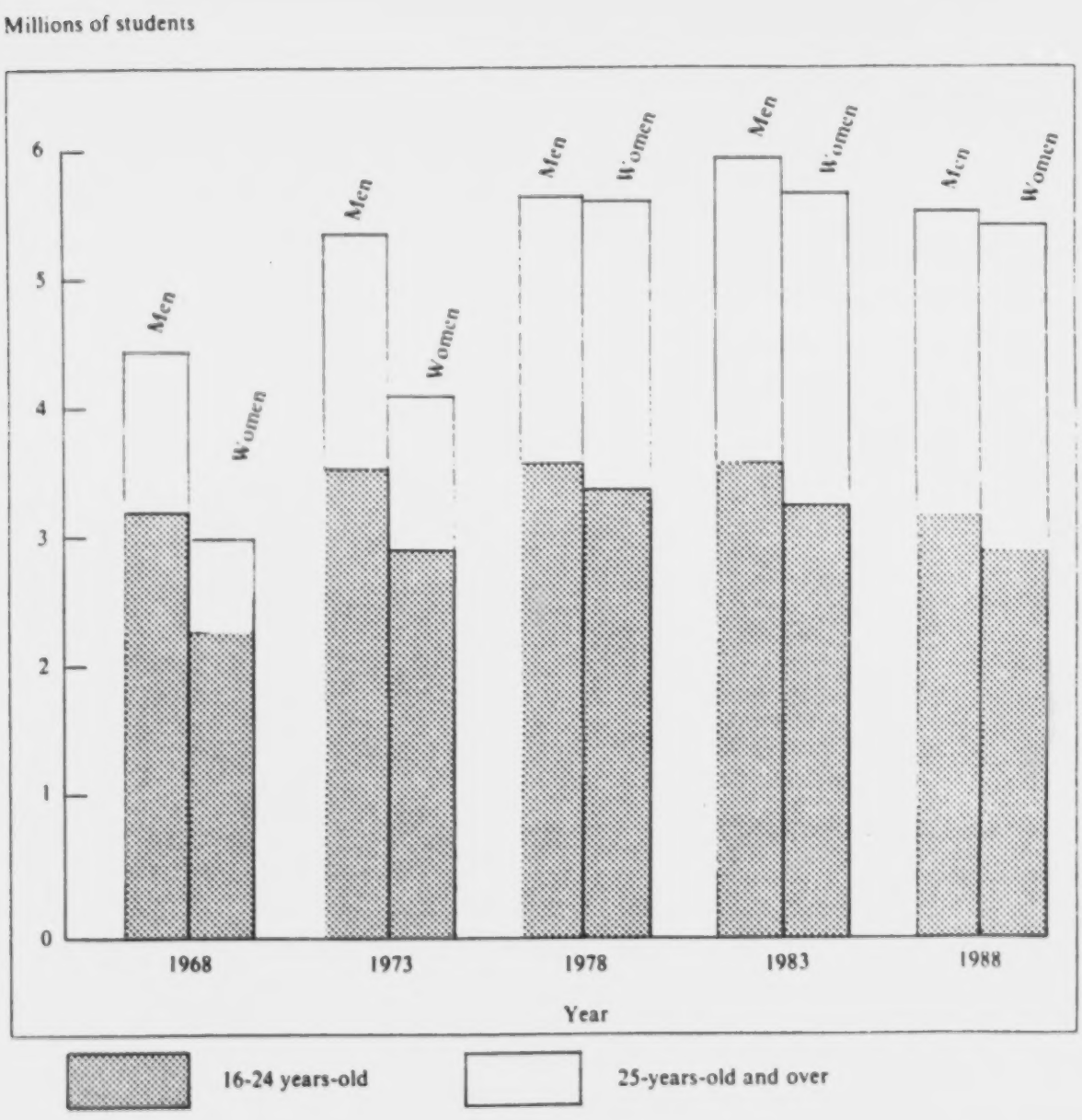
Sources: Policy Analysis Service, American Council on Education based on U.S. Bureau of the Census, Current Population Reports, P-21 and P-25 Series, and National Center for Education Statistics, unpublished data from the 1975 Residence and Migration Study.

Note: This map was published by Cathy Henderson, "Changes in Enrollment by 1985", Policy Analysis Service Reports, Vol. 3, No. 1 (June 1977): 18.

Legend

Group I - Increase in 18 yr. olds and net importers of freshmen
Group II - Stability
Group III- Decrease in 18 yr. olds but substantial in migration in freshmen
Group IV - Decrease in 18 yr. olds and little in migration of freshmen
Group V - Decrease in 18 yr. olds and net exporters of freshmen

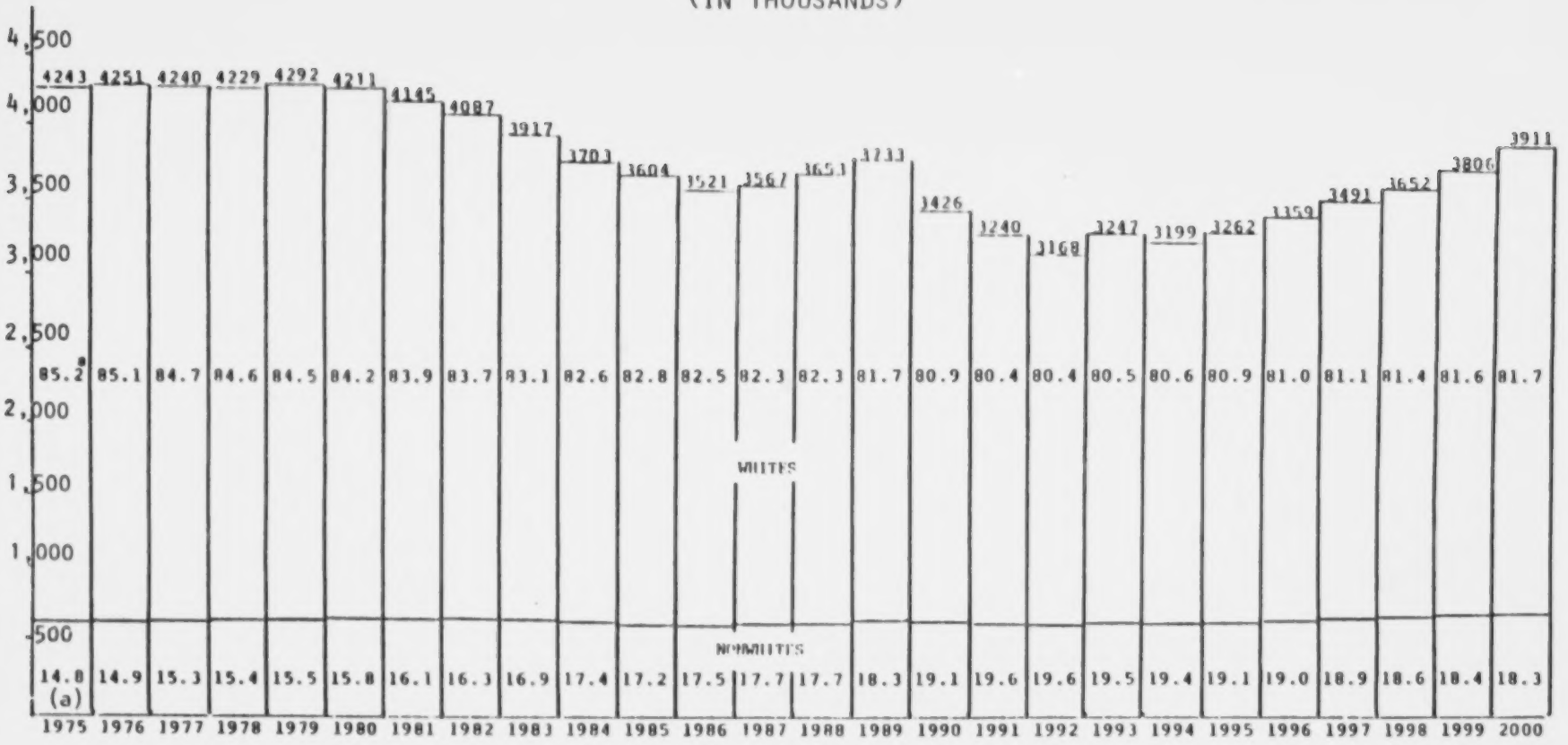
TOTAL ENROLLMENT IN ALL U.S. INSTITUTIONS OF HIGHER EDUCATION BY AGE AND SEX: FALL 1968, 1973, 1978, 1983, AND 1988



Source: Martin M. Frankel, and Debra E. Gerald, Projections of Educational Statistics to 1988-89 (Washington, D.C.: National Center for Education Statistics, 1980): p. 12.

TRENDS IN THE 18 YEAR-OLD POPULATION, 1975-2000
INCLUDING PROPORTIONS OF WHITES AND NONWHITES
(In Thousands)

S-13



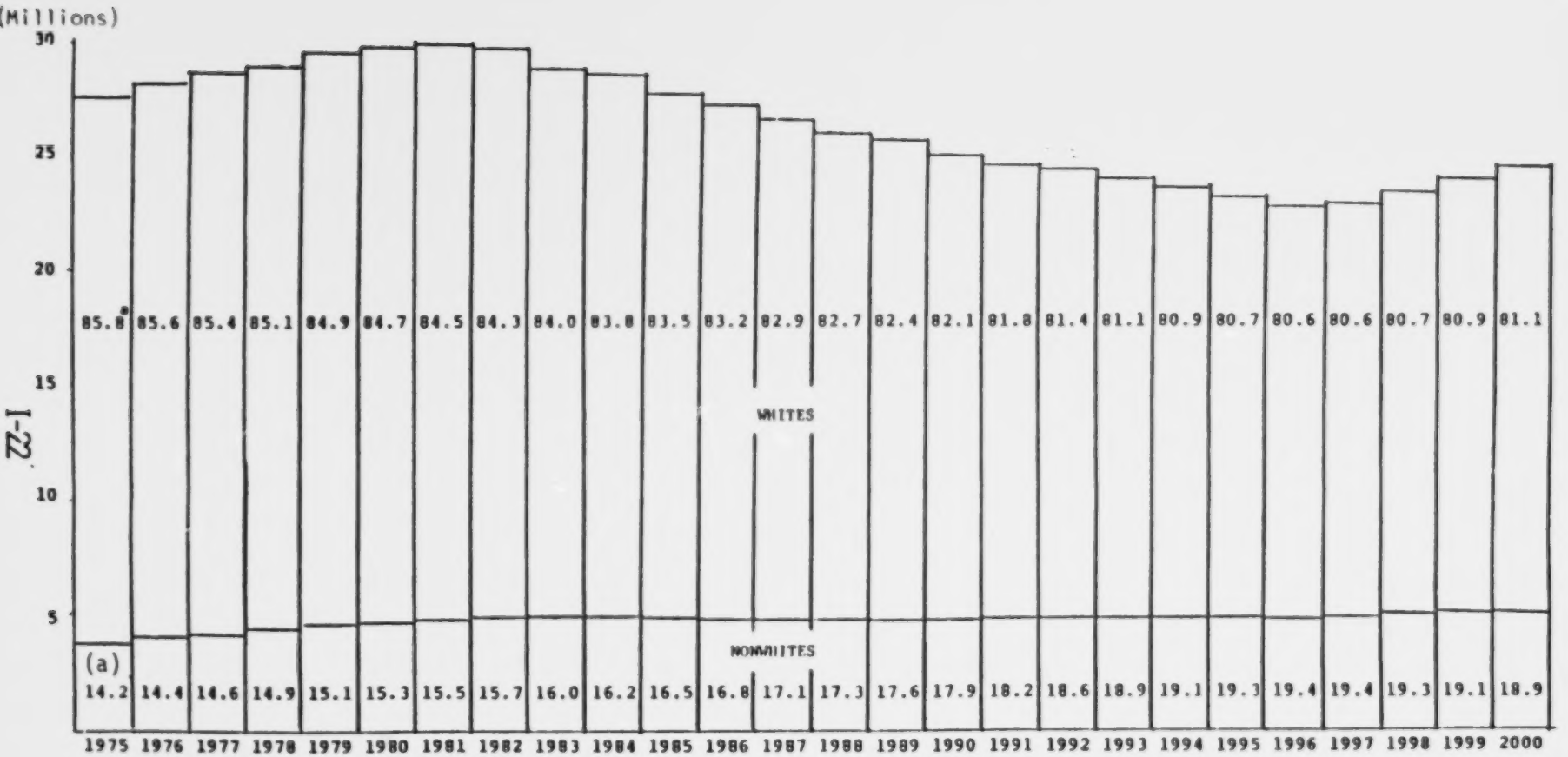
(a) In 1975, 85.2 percent of the total 18 year-old population (4.2 million) were white; 14.8 percent were nonwhite according to Census classifications.

Source: U.S. Bureau of the Census, Current Poplulation Reports, Series P-25: No. 704, 1977, pp. 38-60 and No. 721, 1978, pp. 9-11. Figures for 1978-2000 are based on the Bureau of the Census Series II population projections.

Note: The raw data was converted into this chart and published by Cathy Henderson and Jane C. Plummer, "Adapting to Changes in the Characteristics of College-Age Youth", Policy Analysis Service Reports, Vol. 4, No. 2 (December 1978): 17.

TRENDS IN THE 18-24 YEAR-OLD POPLULATION, 1975-2000
INCLUDING PROPORTIONS OF WHITES AND NONWHITES

S-14



I-22

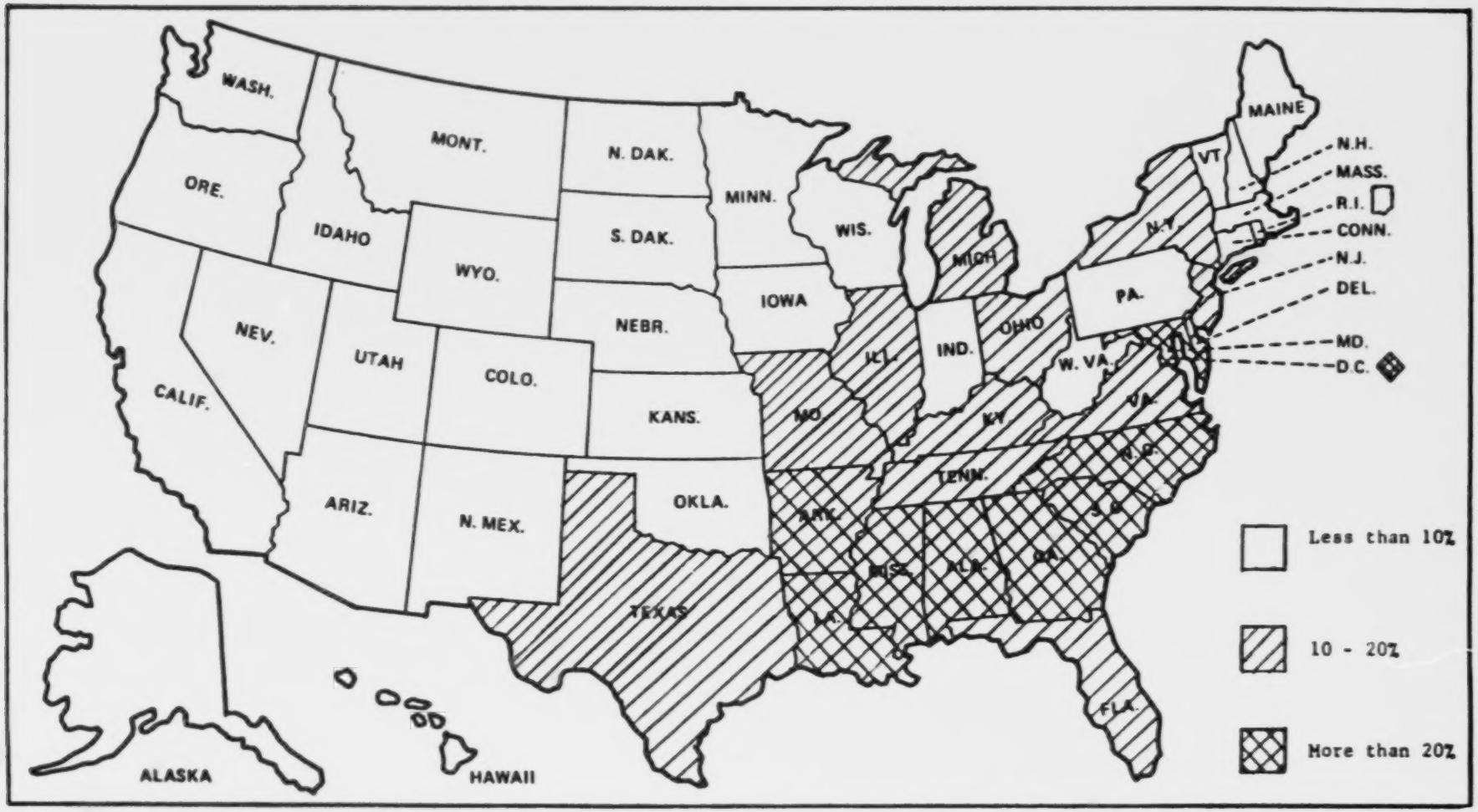
(a) In 1975, 85.8 percent of the total 18-24 year-old population (27.6 million) were white; 14.2 percent were nonwhite according to Census Classifications.

Source: U.S. Bureau of the Census, Current Population Reports, Series P-25: No. 704, 1977, pp. 38-60 and No. 721, 1978, pp. 9-11. Figures for 1978-2000 are based on the Bureau of Census Series II population projections.

Note: The raw data was converted into this chart and published by Cathy Henderson and Janet C. Plummer, "Adapting to Changes in the Characteristics of College-Age Youth", Policy Analysis Service Reports, Vol. 4, No. 2 (December 1978): 18.

STATE COMPARISONS OF 18-24-YEAR-OLD BLACK POPULATION

S-15

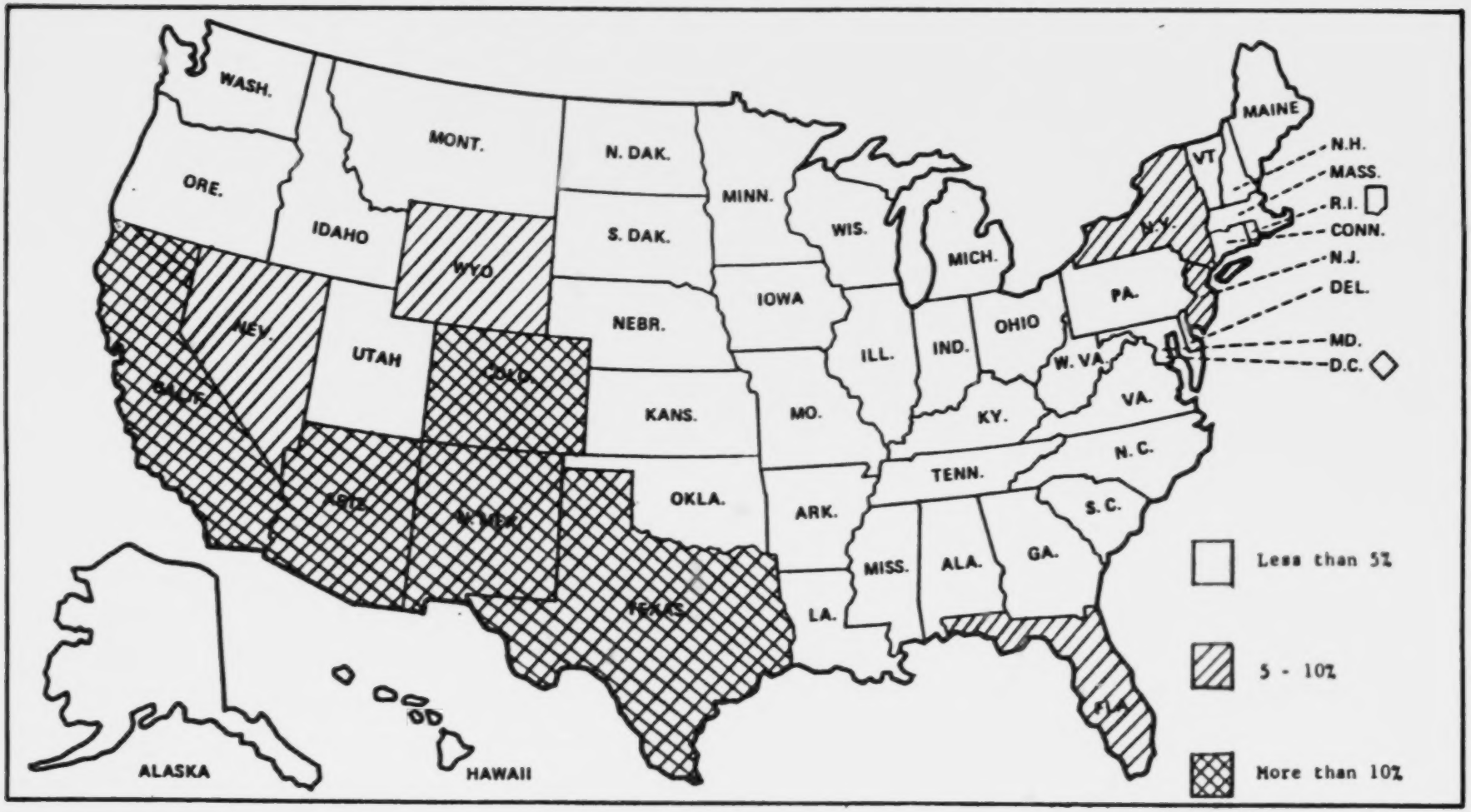


Source: Policy Analysis Service, American Council on Education. Based on unpublished data from the Survey of Income and Education, National Center for Education Statistics, 1978.

Note: This map was published by Cathy Henderson and Janet C. Plummer. "Adapting to Changes in the Characteristics of College-Age Youth", Policy Analysis Service Reports, Vol. 4, No. 2 (December 1978): 22.

I-23

STATE COMPARISONS OF 18-24-YEAR-OLD SPANISH-ORIGIN POPULATION

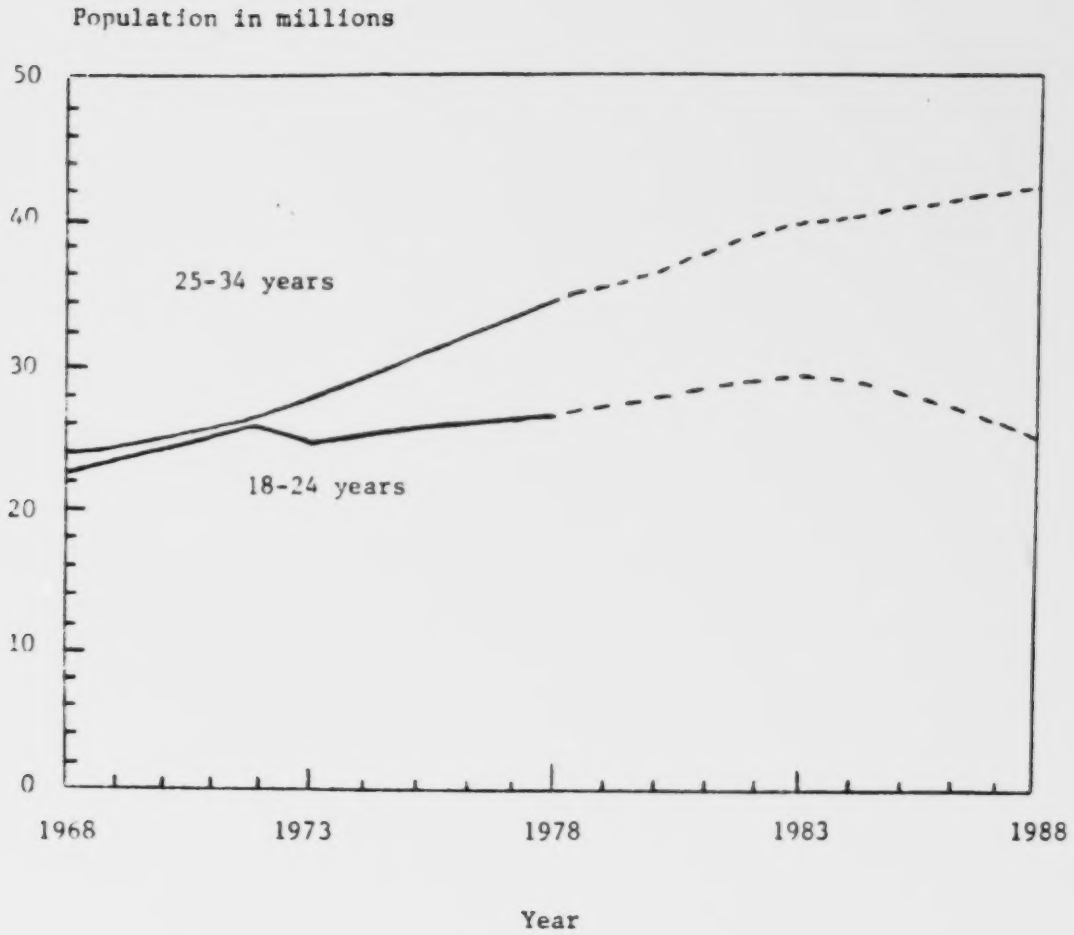


Source: Policy Analysis Service, American Council on Education. Based on unpublished data from the Survey of Income and Education, National Center for Education Statistics, 1978.

Note: This map was published by Cathy Henderson and Janet C. Plummer. "Adapting to Changes in the Characteristics of College-Age Youth", Policy Analysis Service Reports, Vol. 4, No. 2 (December 1978): 23.

COLLEGE-AGE POPULATION, WITH PROJECTIONS: UNITED STATES

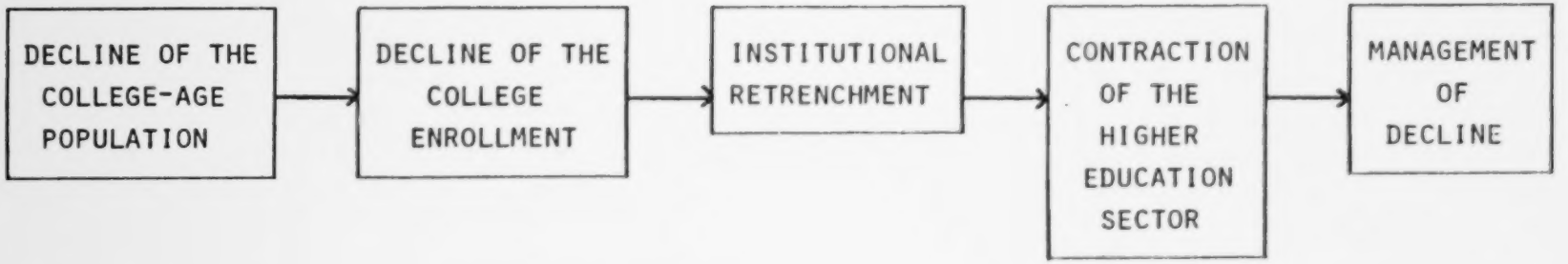
JULY 1968 TO 1988



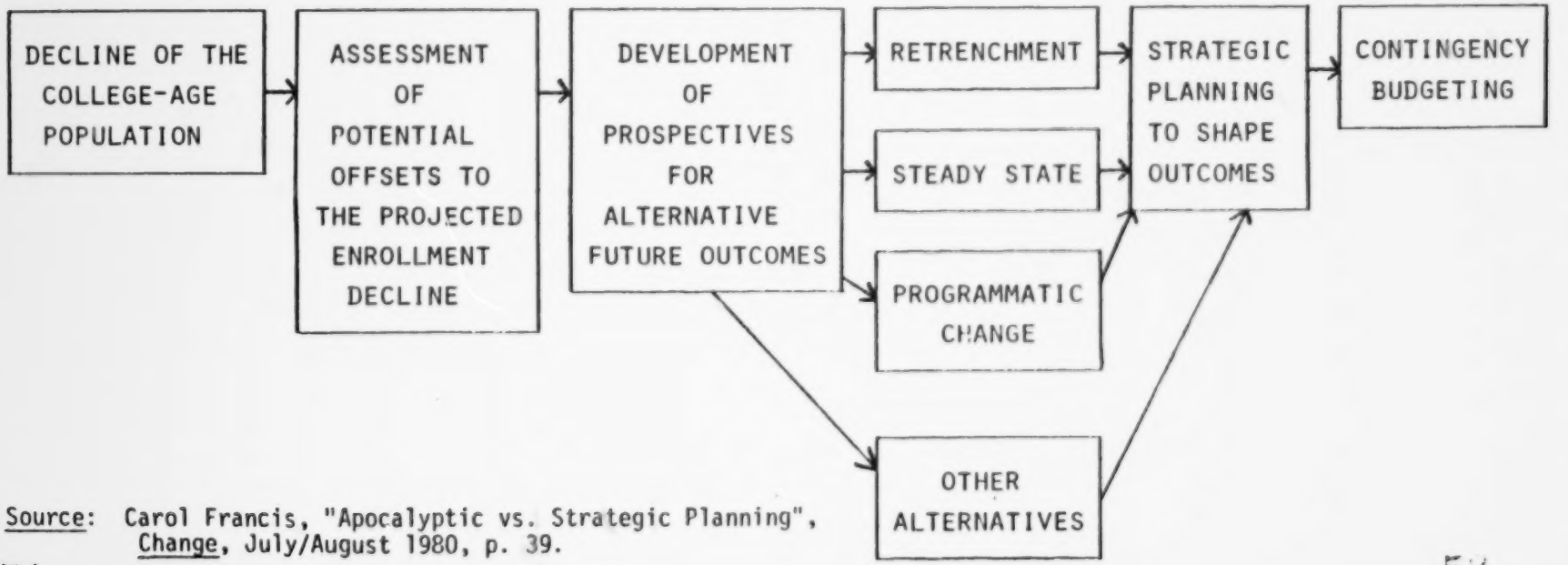
Source: Martin M. Frankel, and Debra E. Gerald, Projections of Educational Statistics to 1988-89 (Washington, D.C.: National Center for Education Statistics, 1980): p. 12.

ALTERNATIVE APPROACHES TO PLANNING FOR THE 1980s

MANAGEMENT OF DECLINE


DECLINE OF THE COLLEGE-AGE POPULATION
DECLINE OF THE COLLEGE ENROLLMENT
INSTITUTIONAL RETRENCHMENT
CONTRACTION OF THE HIGHER EDUCATION SECTOR
MANAGEMENT OF DECLINE

STRATEGIC PLANNING AND CONTINGENCY BUDGETING



Source: Carol Francis, "Apocalyptic vs. Strategic Planning", Change, July/August 1980, p. 39.

FRAMEWORK FOR ASSESSING THE POTENTIAL OFFSETS TO PROJECTED ENROLLMENT DECLINES IN THE COLLEGE-AGE POPULATIONS

1980 TO 1990

SUMMARY CALCULATIONS

Year	College-Age Population (18-24)	College-Going Rate (18-24)	Enrolled in College (18-24)	Total Enrollment (All Ages)	Calculated Full-Time Equivalent (Percent)	Calculated Full-Time Equivalent (Number)
1978 (actual)	27,647,000	25.3	6,995,000	11,661,000	73	8,513,000
1980 (calculated)	29,462,000	25.3	7,454,000	11,902,000	73	8,688,000
1990 (calculated)	25,148,000	25.3	6,362,000	10,810,000	73	7,891,000
1980-1990			Projected Decline			
Number	4,314,000		-1,092,000	-1,092,000		- 797,000
Percent	-14.6%		-14.6%	-9.2%		-9.2%

CONTINUED------

Source: Carol Francis, "Apocalyptic vs. Strategic Planning", Change, July/August 1980, p. 42-43.

FRAMEWORK FOR ASSESSING THE POTENTIAL OFFSETS TO PROJECTED ENROLLMENT DECLINES IN THE COLLEGE-AGE POPULATIONS 1980 TO 1990

POSSIBLE OFFSETS

Alternative Strategies	Changed Condition 1980-1990	Calculated Increase in Enrollment Head Count	Calculated Full-Time Equivalent (Percent)	Calculated Increase in Enrollment (FTE)
1. Increased participation of women 20-34	Increase women's college-going rates to level of men's	1,230,000	56	689,000
2. Increased enrollment of adults 25 and over	Increase enrollment at existing adult college-going rates because of adult population growth	629,000	56	352,000
	Increase college-going rates for adults by 1 percentage point, from 7.7 to 8.7 (25-34) and 1.4 to 2.4 (35 and over)	230,000	56	129,000
				481,000
3. Increased enrollment of young people from lower and middle income families	Increase college-going rate at each $5,000 income level to the rate at the next higher income level			
Lower income (less than $10,000)		237,000	73	173,000
Middle income ($10,000-24,000)		329,000	73	240,000
Higher income ($25,000 and over)		0		413,000
4. Increased college-going rate of the 18-24 age group	Increase the college rate 2 percentage points from 25.3 percent to 27.3 percent	503,000	73	367,000
5. Increased retention rates	Cut attrition between years 1-2 and 3-4 by a quarter	161,000	73	118,000
	Attract one quarter of those who complete two-year programs into four-year programs	146,000	73	107,000
				225,000
6. Increased enrollment of foreign students	Increase at a lower rate than 1950-78	280,000	73	204,000
7. Increased participation of men 35-64	Increase men's college-going rates to level of women's	314,000	56	176,000
8. Increased enrollment of employed people currently being served by industry	Increase market share by 2 percent	800,000	17	136,000
9. Increased enrollment of graduate students	Increase, but a slower rate than 1970-77			
Public Institutions		110,000	56	62,000
Private Institutions		68,000	56	38,000
				100,000
10. Increased enrollment of minority youth	Increase minority high school graduation rates from 69.8 percent to 80.0 percent from 1980 to 1990	102,000	73	74,000
11. Increased high school graduation rates	Increase high school graduation rate from 75 percent to 80 percent	83,000	73	61,000
12. Increased credentialling by test	Increase credentialling rate from 7.6 percent to 9.6 percent of high school dropouts	22,000	56	12,000

Source: Carol Francis, "Apocalyptic vs. Strategic Planning", Change, July/August 1980, p. 42-43.

OTHER FACTORS IMPACTING ON ENROLLMENTS

- RATES OF RETURN
  - MITIGATING FACTS
- BUSINESS CYCLES
  - THE PAST
  - THE PRESENT
  - THE FUTURE
  - DIFFERENCES BY INSTITUTIONAL AND STUDENT TYPOLOGY
- OTHERS

RELATING ENROLLMENTS TO DOLLARS

- TUITION
- FORMULAS
- LEGISLATIVE BEHAVIORS
- THE POLITICAL MODEL
  - EMPIRICAL EVIDENCE

KEY ENROLLMENT FACTORS TO BE WATCHED

BIRTH RATES AND HIGH SCHOOL GRADUATES

REGIONAL SHIFTS

INDIVIDUAL CHARACTERISTICS

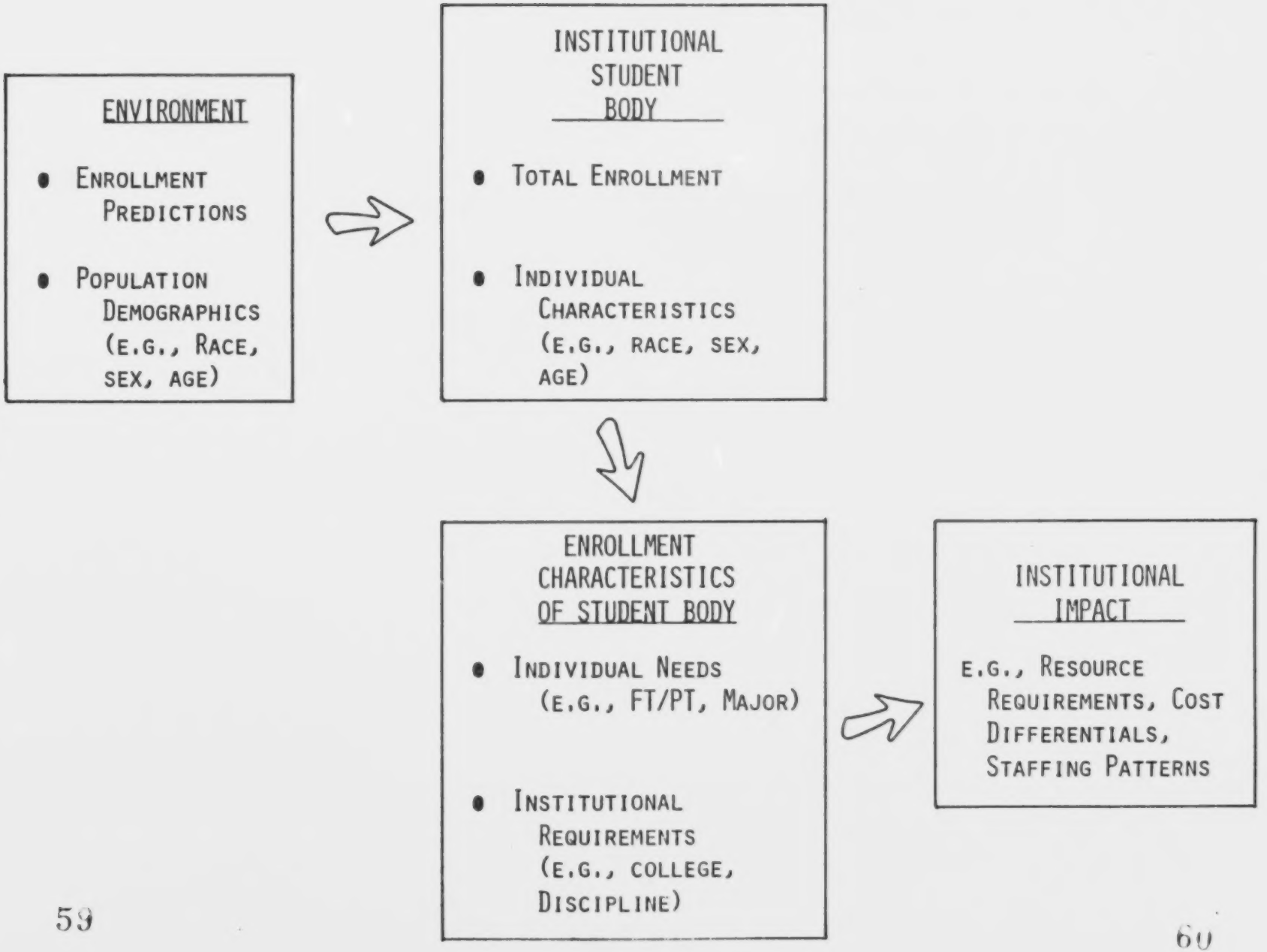
- Age
- Sex
- Race/Ethnicity
- Income Level
- Geographic Origin (In State Vs. Out of State Status)
- Domicile (Commuter Vs. Residency Status)

ENROLLMENT CHARACTERISTICS AND SHIFTS

- In Total (Head Count and FTE)
- By Class/Year
- By Level (LD/UD, Undergraduate/Graduate)
- By Colleges/Schools
- By Disciplines/Departments
- By Programs and Majors
- By Day Vs. Evening Status
- By Full Time vs Part Time Status

MITIGATING ENROLLMENT FACTORS
(HIGHLY INSTITUTIONAL SPECIFIC)

- ECONOMIC CONDITIONS
- REGIONAL INDUSTRY DEMANDS/CHANGES
- UNEMPLOYMENT LEVELS
- DRAFT LAWS
- FEDERAL/STATE/INSTITUTIONAL POLICIES
- POPULATION MIGRATION
- OVERALL AND INSTITUTIONAL TUITION LEVELS
- OVERALL AND INSTITUTIONAL STUDENT AID SUPPORT LEVELS
- STUDENTS' GOALS
- ECONOMIC VALUE OF A COLLEGE EDUCATION
- FAMILY INCOME
- INSTITUTION'S PERCEIVED PUBLIC IMAGE
- INSTITUTION'S TRADITION
- INSTITUTION'S RETENTION DYNAMICS


ENVIRONMENT
• ENROLLMENT PREDICTIONS
• POPULATION DEMOGRAPHICS (E.G., RACE, SEX, AGE)
INSTITUTIONAL STUDENT BODY
• TOTAL ENROLLMENT
• INDIVIDUAL CHARACTERISTICS (E.G., RACE, SEX, AGE)
ENROLLMENT CHARACTERISTICS OF STUDENT BODY
• INDIVIDUAL NEEDS (E.G., FT/PT, MAJOR)
• INSTITUTIONAL REQUIREMENTS (E.G., COLLEGE, DISCIPLINE)
INSTITUTIONAL IMPACT
E.G., RESOURCE REQUIREMENTS, COST DIFFERENTIALS, STAFFING PATTERNS

II-3

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RELATING THE INSTITUTION TO ITS ENVIRONMENT

ENVIRONMENT (GEORGRAPHIC SERVICE AREA)		INSTITUTION
POTENTIAL COLLEGE - GOING POPULATION	⟺	ACTUAL AND PROJECTED ENROLLMENTS IN TOTAL
CHARACTERISTICS OF BOTH COLLEGE - GOING POPLULATION AND THE TOTAL POPULATION RE:	⟺	ACTUAL AND PROJECTED CHARACTERISTICS OF STUDENT BODY RE:

- BIRTHRATE TRENDS AND PROJECTIONS
- HIGH SCHOOL GRADUATE TRENDS & PROJECTIONS
- 18-24 YEAR OLDS TRENDS & PROJECTIONS
- OTHER APPROPIRATE CATEGORIES

- AGE
- SEX
- RACE/ETHNICITY
- INCOME LEVEL
- ETC.

- AGE
- SEX
- RACE/ETHNICITY
- INCOME LEVEL
- IN STATE VS. OUT-OF-STATE
- COMMUTERS VS. RESIDENTS
- ETC.

II-4

S-24

ANALYZING THE STUDENT BODY TRENDS

Understanding and Preparing For Changes in the Mix

STUDENT CHARACTERISTICS	INSTITUTIONAL CHARACTERISTICS			
	College/ School	Discipline/ Department	Course Level	Program
INDIVIDUAL				
Age				
Sex				
Race/Ethnicity				
Income Level				
Georgraphic Origin				
Residency Status				
Etc.				
ENROLLMENT RELATED				
Major				
Class/Level				
Full Time/Part Time				
Day/Night				
Etc.				

II-5

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CHANGES IN BIRTHRATES
AND HIGH SCHOOL GRADUATES

APPLICABILITY AT A GIVEN INSTITUTION

- Are The Institution's Enrollments Directly Related To A Local/Regional Market?
- If So,
  - What Is Trend In Local/Regional Birthrates and High School Graduates?
  - Can Institution's Enrollment Market Be Broadened Or Changed?
- If Not,
  - Will National Trends Affect This Institution's Enrollment?
  - Can Changes in Marketing Or Other Strategies Overcome National Trends?

SHIFTS IN ENROLLMENTS
BY REGION

APPLICABILITY AT A GIVEN INSTITUTION

- Does This Institution Draw On Local Or Regional Markets? If So, Are Increasing Numbers Of Students In This Region Going To Institutions In Other Regions?

- Does This Institution Draw On Students From Other Regions? If So, Are The Numbers Of Out-Of-State Students Increasing? Is The Institution Still Capable Of Serving Local Students?

CHANGES IN ENROLLMENT
BY AGE

GENERAL TRENDS

- More Students Beyond The Traditional 18 - 21 Year Old Age Bracket Are Enrolling.

POTENTIAL INSTITUTIONAL IMPLICATIONS

- Policies And Procedures Applicable To Traditional 18 - 21 Year Olds Need To Be Reviewed For Applicability To Older Students.

- New Services, Particularly In Counseling, May Be Needed For Older Students.

- Instructional Changes May Be Needed To Relate To Older Individuals With More Practical And Professional Experience.

- Age Discrimination Rules And Activities Must Be Avoided.

CHANGES IN ENROLLMENT

BY SEX

GENERAL TRENDS

- Higher Numbers of Women are enrolling
- Women tend to be older and more part time
- Women are seeking new professional opportunities and are enrolling in nontraditional programs

POTENTIAL INSTITUTIONAL IMPLICATIONS

- Need to be aware of courses and programs affected by increasing women's enrollments
- Need to evaluate specific women's needs:
  - day care centers
  - counseling services
  - women's studies
  - additional faculty and administrators to serve as mentors and role models
- Need to evaluate availability of evening and weekend classes
- Need to evaluate flexible enrollment opportunities
- Need to evaluate student loan opportunities

CHANGES IN ENROLLMENT BY RACE/ETHNICITY

GENERAL TRENDS

- Larger Numbers Of Minorities Are Enrolling.

POTENTIAL INSTITUTIONAL IMPLICATIONS

- Need To Review Special Needs Of Minority Students: Counseling, Remedial Courses, Financial Aid.
- Need To Review Social Setting And Its Amenability To Minority Students.
- Need To Assess Availability Of Minority Faculty And Administrators To Serve As Mentors And Role Models.

CHANGES IN INCOME LEVEL OF STUDENTS

APPLICABILITY AT A GIVEN INSTITUTION

- If The Income Levels Of Students Are Decreasing, Institution Needs To Evaluate,
  - Adequacy Of Financial Aid Programs
  - Financial Capability Of Students To Complete Desired Level Of Course
  - Potential Work/Study Programs

CHANGE IN IN-STATE
VS OUT-OF-STATE ENROLLMENTS

GENERAL TRENDS

- Due To Increasing Out-Of-State Fees, Many Students Are Choosing Home State Institutions.
- Many Students In East and Midwest Are Choosing Institutions In The Sun Belt

POTENTIAL INSTITUTIONAL IMPLICATIONS

- If Numbers Of Out-Of-State Students Are Decreasing,
  - Are Marketing Strategy Changes Needed To Attract More In-State Students?
  - Is Total Tuition Income Affected To The Point Fees Will Need To Be Increased?
- If Numbers Of Out-Of-State Students Are Increasing,
  - Can Institutions Effectively Continue To Serve Local/Regional Student Needs?
  - Can In-State Fees Be Held Constant or Reduced?

CHANGES IN NUMBERS OF COMMUTERS VS RESIDENTS

GENERAL TRENDS

- Increasing Numbers of Non-Traditional Students Indicates Increasing Numbers of Commuters

POTENTIAL INSTITUTIONAL IMPLICATIONS

- Residence Facilities Are Not Fully Occupied.
- There Is Less Of A Student Body Presence.
- There Are Dramatic Shifts Away From The Traditional In Loco Parentis Concepts.
- Commuters Have Unique Needs Necessitating Specific Needs Assessments.

CHANGES IN ENROLLMENT
IN TOTAL

GENERAL TRENDS

- Head Counts Are Declining Somewhat Or, At Best, Holding Constant. Some Institutions Do Have Increasing Enrollments, Though.

- Full Time Equivalent (FTE) Counts Are Declining Dramatically (I.E. Part Time Enrollments Are Increasing).

POTENTIAL INSTITUTIONAL IMPLICATIONS

- Even If Head Count Enrollments Are Holding Constant Or Increasing, Need To Review Internal Shifts and Changes In FTE.

- If Headcount And/Or FTE Enrollments Are Decreasing, Need To Assess Where, Why, And How To Take Advantage of Changes.

CHANGES IN ENROLLMENTS
AT GRADUATE VS UNDERGRADUATE LEVELS

GENERAL TRENDS

- At Comprehensive Institutions Graduate/Professional Enrollments Are Often Increasing While Undergraduate Enrollments Are Declining Or Holding Constant.

- More Interest In Occupation-Oriented Education (Including Community College Instruction) Than General Education.

POTENTIAL INSTITUTIONAL IMPLICATIONS

- Will Mission And Marketing Strategies Need To Be Changed?

- Will Some Programs Need To Be Cut Back Or Eliminated?

- Are Some New Programs Needed?

- What Changes In Resources (Money, Personnel, Facilities) Does This Require?

SHIFTS IN ENROLLMENTS
AMONG PROGRAMS AND MAJORS

GENERAL TRENDS

- Even When Total Enrollments Are Increasing Or Holding Constant, Enrollments By Program Or Major Are Changing.
- Non-Traditional Students Are Enrolling In Non-Traditional Programs.

POTENTIAL INSTITUTIONAL IMPLICATIONS

- Need To Carefully Analyse Trend Changes In Enrollments By Program, College, And Major. (ICLM Matrix Helpful In This Regard.)
- Need To Determine What Shifts Have Occurred And If Trends Will Continue.

CHANGES IN DAY
VS EVENING ENROLLMENTS

GENERAL TRENDS

- Due To Work Commitments, Non Traditional Students Are Enrolling More In Evening (And Even Weekend) Classes.

POTENTIAL INSTITUTIONAL IMPLICATIONS

- Need To Evaluate Which Courses And Programs Are Most Affected By Increasing Evening Enrollments.
- Need To Evaluate Changes Required In Course And Time Offerings To Accomodate Increasing Evening Enrollments.
- Need To Evaluate Social And Counseling Changes Needed To Help Increasing Numbers Of Evening Students.

CHANGES IN FULL-TIME VS PART-TIME ENROLLMENTS

GENERAL TRENDS

- Increasing Enrollments Of More Traditional Types Of Students Have Resulted In Increased Part-Time Enrollments.
- Total Enrollments May Increase or Hold Constant While Full-Time Equivalent (FTE) Enrollments Are Decreasing.

POTENTIAL INSTITUTIONAL IMPLICATIONS

- Need To Evaluate Which Courses And Programs Are Most Affected By Increasing Part-Time Enrollments.
- Need To Evaluate Changes Required In Course And Time Offerings To Accomodate Increasing Part-Time Enrollments.
- Need To Evaluate Social And Counseling Changes To Help Increasing Numbers Of Part-Time Students.

CONTEXTUAL ITEMS AFFECTING ENROLLMENTS

- WHAT ARE THE INSTITUTIONAL COMMONALITIES AND DIFFERENCES?

- WHAT ISSUES ARE INDICATED FOR THE FUTURE?

- WHAT DECISIONS NEED TO BE CONSIDERED?

- WHAT ARE THE BASIS FOR DECISIONMAKING?

AN ISSUES - ACTION FRAMEWORK

ENROLLMENT - PLANNING ISSUES

- RESOURCE FACTORS
- NEW MARKETS
- NEW VENTURES
- IMPROVED EFFICIENCY
- REORGANIZING AND RESTRUCTURING

RELATED FINANCIAL ISSUES

- RESOURCE FACTORS
- NEW MARKETS
- NEW VENTURES
- IMPROVED EFFICIENCY
- REORGANIZING AND RESTRUCTURING

CASE STUDY: AQUINAS COLLEGE

GENERAL DESCRIPTION:

- Four-Year, Private Liberal Arts College
- Serving a Metropolitan Area of 400,000
- Enrollment Approximately 1,400 (FTE) Students

PROBLEMS:

- Competition From
  - Calvin College and Seminary
  - Grand Rapids Junior College
  - Grand Valley State College
  - Davenport College
  - Kendall School of Design
  - Extension Programs from

    University of Michigan
    Michigan State University
    Western Michigan University

- Decline in Enrollment of High School Seniors (18 to 22 Year Olds)
- Constantly Raising Tuition Necessitated by Inflation
- Competition on Tuition (Community College Tuition was Cheaper by $1,000 to $1,400 per Year)

CASE STUDY: AQUINAS COLLEGE (CONTINUED)

POTENTIAL SOLUTIONS:

- FIND WAYS OF SAVING MONEY
- SEEK BETTER MANAGEMENT OF EXISTING RESOURCES
- ASSESS EXISTING PROGRAMS AND RESOURCES
- RECOGNIZE RESPONSIBILITIES TO OTHER POTENTIAL STUDENT CLIENTELES

LIABILITIES:

- FACULTY CONSERVATISM (RESISTANCE TO CHANGE)
- GENERAL UNAWARENESS OF OPPORTUNITIES OUTSIDE THE ESTABLISHED TRADITION
- LACK OF KEY STAFF PERSONNEL WITH AWARENESS OF OPPORTUNITIES FOR GROWTH
- GENERAL LOSS OF HEART; DEFEATIST ATTITUDE

ASSETS:

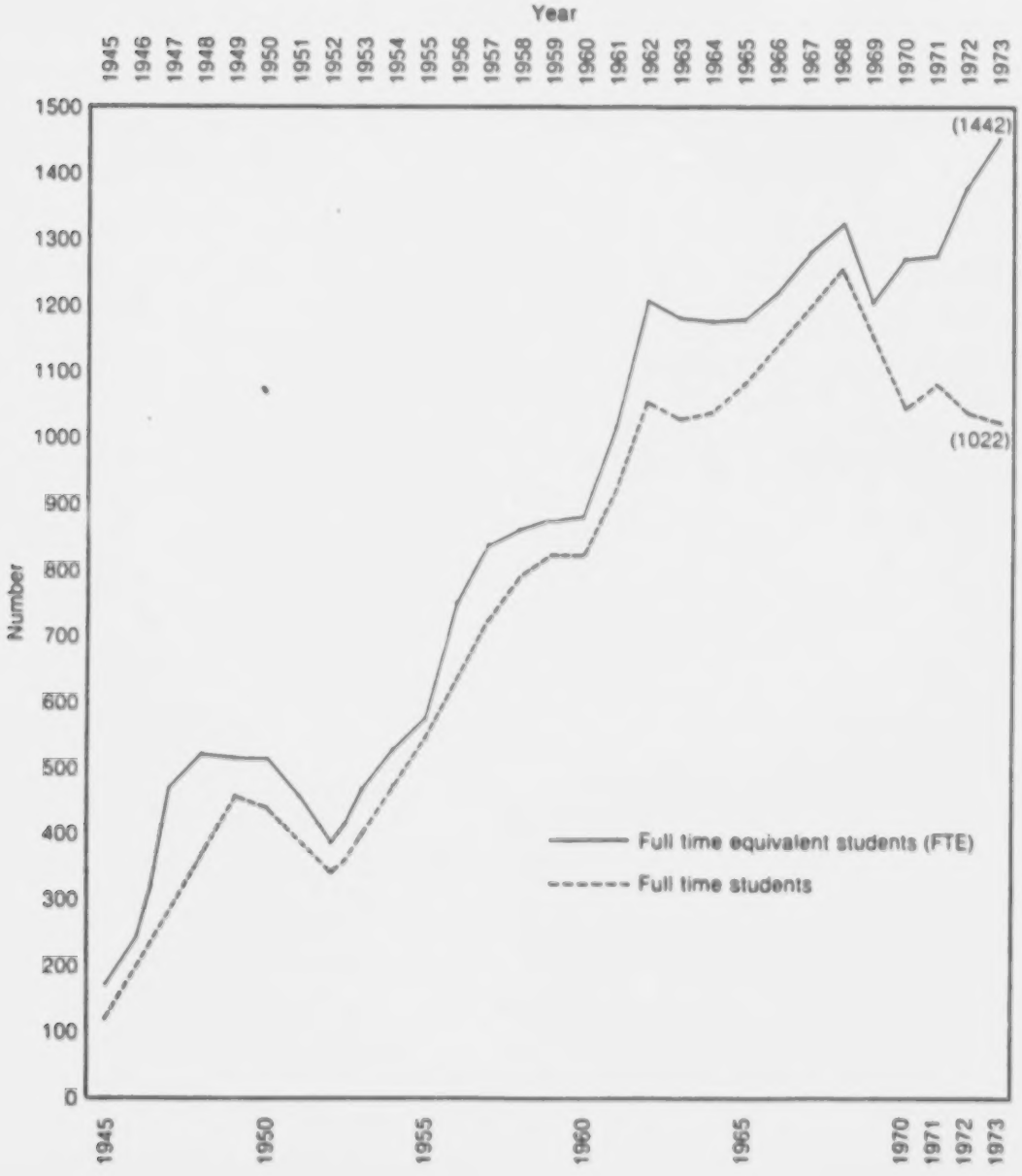
- A FACULTY DEDICATED TO THE INSTITUTION AND ITS STUDENTS; WILLINGNESS TO SUFFER SMALLER COMPENSATION AND HARDER LABOR TO SUPPORT THE INSTITUTION
- A SENSE OF JEOPARDY AND MOTIVATION TO DO SOMETHING
- FREEDOM TO ACT (NOT ANSWERABLE TO A BUREAUCRACY)
- A 12 TO 1 STUDENT-FACULTY RATIO (UNDER-UTILIZED FACULTY RESOURCES)

CASE STUDY: AQUINAS COLLEGE (CONTINUED)

ACTIONS TAKEN:

- INTENSIVE SELF STUDY IN FIVE AREAS:
  - GOVERNANCE
  - FACULTY RIGHTS AND RESPONSIBILITIES
  - STUDENT RIGHTS AND RESPONSIBILITIES
  - TEACHING RESOURCES AND THEORY
  - LEARNING RESOURCES AND THEORY
- VISITATIONS BY FACULTY TO OTHER COLLEGES
- REVISION OF THE FACULTY GOVERNANCE STRUCTURE
- DEVELOPMENT OF NEW PROGRAMS (I.E., NEW STUDENT MARKETS)
  - THE "ENCORE" DEGREE COMPLETION PROGRAM
  - THE "CAREER ACTION" DEGREE PROGRAM
  - ACADEMIC CREDIT FOR NURSES
  - THE "COLLEGE EXPECTATIONS" PROGRAM
  - "SATURDAY CLASSES" PROGRAM
  - LAW ENFORCEMENT EDUCATION PROGRAM
  - "SUMMER SCHOOL WITHOUT WALLS" PROGRAM
  - THE "CAMPUS HEALTH CLUB" PROGRAM
  - AN ENGINEERING PROGRAM THAT HAD BEEN PREVIOUSLY PLANNED BUT HAD NEVER GOTTEN STARTED)

Comparison of Full Time Equivalent Students and Full Time Students
Aquinas College, Grand Rapids, Michigan
1945-1972



AQUINAS COLLEGE

TABLE 1

Encore Program Income and Expenditures, 1969-73

	FY 1970		FY 1971		FY 1972		FY 1973	
Income		$22,989		$31,048		$52,212		$92,382
Expenditures								
Instruction	2,000		3,851		1,833		5,110	
Administration	12,548	14,548	11,929	15,780	12,050	13,883	12,078	17,188
Excess of Income over Expenditures		$ 8,441		15,268		$38,329		$75,194
Return on Cash Investment		58%		97%		276%		437%

TABLE 2

Career Action Program Income and Expenditures, 1969-1973

	FY 1970		FY 1971		FY 1972		FY 1973	
Income		$93,522		$158,535		$178,461		$276,933
Expenditures								
Instruction	19,903		35,981		31,117		66,340	
Administration	10,426	30,329	15,550	51,531	25,284	56,401	34,532	100,872
Excess of Income over Expenditures		$63,193		$107,004		$122,060		$176,061
Return on Cash Investment		208%		208%		216%		175%

STRATEGIC DECISION AREAS AND ENROLLMENT PLANNING ISSUES

Decision Areas	Issues Directly Related To Enrollment Planning
1. Basic Philosophy and Values	Given enrollment changes, does the institutional mission need to be reviewed/changed?
2. Goals & Objectives	Given enrollment changes, do the goals and objectives of any colleges/programs need to be reviewed/changed?
3. Clientele	Who are the students being served now? What students have been served? What students do we want to be serving?
4. Program/Service Mix	Are existing programs and services appropriately serving our current or intended student body?
5. Geographic Service Area	What is the geographic area from which we traditionally pull student enrollments? What would we like to be our georgraphic service area?
6. Comparative Advantage	How can we obtain a differential advantage over other institutions in regard to attracting and keeping students?

RELATING GENERAL ISSUES TO SPECIFIC INSTITUTIONAL SITUTATIONS

EXAMPLE

ISSUE: STUDENT CLIENTELE NEEDS TO BE BROADENED

DECISION: AN ANALYSIS OF THE CHARACTERISTICS OF INDIVIDUALS IN THE GEOGRAPHIC SERVICE AREA INDICATES THE CHARACTERISTICS OF THE CURRENT STUDENT BODY MUST BE CHANGED TO MATCH THIS MIX.

QUESTIONS AND OPTIONS RELATING TO DECISION:

1. WHAT TYPES OF STUDENTS MUST BE ACTIVELY SOUGHT?
2. WHO WILL BE RESPONSIBLE FOR ANALYZING HOW TO ATTRACT THESE STUDENTS?
3. WHAT INTERNAL PROCESS AND AREAS WILL BE INVOLVED IN DIFFERENT MARKETING STRATEGIES?
4. WHAT CONSIDERATIONS NEED TO BE GIVEN TO RETAINING DIFFERENT TYPES OF STUDENTS?

RELATING GENERAL ISSUES TO SPECIFIC INSTITUTIONAL SITUATIONS

EXAMPLE

ISSUE: RESOURCES NEED TO BE INCREASED

DECISION: TUITION WILL BE INCREASED

QUESTIONS AND OPTIONS RELATING TO DECISION:

1. SHALL FEES AT ALL LEVELS AND FOR ALL PROGRAMS BE INCREASED?
   - SAME AMOUNT OR PERCENT?
   - DIFFERING AMOUNTS OR PERCENTS?

2. SHALL FEES FOR STUDENT SERVICES BE INCREASED?

3. SHALL SOME FEES BE INCREASED NOW AND OTHERS AT LATER OR STAGGERED TIMES?

SEMINAR OBJECTIVES

IN GENERAL

1. Understand The Strategic Enrollment Issues That Need To Be Considered.
2. Review And Assess The National And Regional Demographic Trends Being Predicted.
3. Understand That Individual Insitutions Are Facing Different Enrollment Situtations: Decline, Stability, and Increase.

IN SPECIFIC FOR YOUR INSTITUTION

4. Review Actual Enrollment Trends.
5. Assess The Possible Implications Associated With These Enrollment Changes.
6. Determine Alternatives For Responding To Or Planning For These Enrollment Changes.

SYNTHESIS

- THE ENROLLMENT FUTURE
- ARISING ISSUES
- ADDRESSING THE ISSUES
- A FRAMEWORK FOR ANALYSIS AND ACTION
- EXISTING OBSTACLES

GENERALIZATIONS

- ANTICIPATION OF CHANGES
- THE NATURE OF CHANGES
- IMPLICATIONS FOR INSTITUTIONAL LIFE
- THE FUNDAMENTAL NATURE OF CHANGES

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